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ABSTRACT

This report details plans for future action by the Detroit Public Schools for bilingual education. It begins with an historical overview of national and local bilingual education in the last several years. The next section consists of a statement of goals, both for the program and the students involved. The two following sections address the areas of identification, assessment, and placement of non-English or limited English speaking children in the school system. Six additional sections describe program model options available for implementation in schools, staffing, parent and community involvement, administration and governance of bilingual programs, student and program evaluations, and special education. The final three sections discuss bilingual/multicultural education financing, Federal and State funding, and monitoring of program implementation. A glossary of terms is included. (Author/MK)

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DETROIT PUBLIC SCHOOLS

DEPARTMENT OF BILINGUAL EDUCATION

DETROIT PUBLIC SCHOOLS'
THREE-YEAR BILINGUAL EDUCATION PLAN
1979-1982

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DETROIT PUBLIC SCHOOLS

Region One Board of Education
8401 Woodward Avenue
Detroit, Michigan 48202

August 16, 1979

Mr. Luther Washington, Interim Chairperson
City-Wide Bilingual/Bicultural Education
Advisory Committee
Detroit Public Schools
Detroit, MI 48202

Dear Mr. Washington:

On February 9, 1979, Dr. Marvin Greene, Assistant Superintendent of the Office of Curriculum and Staff Development, appointed the Detroit Bilingual Education Task Force. The Task Force was composed of a broad cross-section of Detroit's school community including parents, teachers, administrators, university faculty and community group representatives.

The Detroit Bilingual Education Task Force was charged with the responsibility of (1) reviewing the Two-Year Bilingual Education Plan (Revised), 1977-79, (2) reviewing federal and state guidelines on bilingual education and (3) making recommendations based on the increasing need of bilingual services for limited English proficient students in the Detroit Public Schools. The work of the Task Force during the past six months was focused on five major areas: Perspectives, Goals and Objectives; Bilingual Education Design and Approach; Parental Involvement; Identification, Testing and Evaluation; and Management.

The City-Wide Bilingual/Bicultural Education Advisory Committee will be pleased to know that each Task Force member accepted the charge with tremendous enthusiasm and dedication. We are very proud of the collective effort which has now come to frution in the form of a new plan. We, hereby, forward to the City-Wide Bilingual Advisory Committee the "Detroit Public School's Three-Year Bilingual Education Plan for 1979-82.

Sincerely,

Bishop Gary L. Bennett, Chairperson
Detroit Bilingual Education Task Force

GLB/cb
cc: Dr. Marvin L. Greene
Dr. Lewis E. Ellis
Mr. Jaime de la Isla

Arthur Jefferson,
General Superintendent

Norman V. Fuqua,
Executive Deputy Superintendent

FOREWORD

On January 19, 1978, the City-Wide Bilingual/Bicultural Education Advisory Committee unanimously approved a recommendation to the General Superintendent to establish a Bilingual Education Task Force. The objective of the Task Force concept was to review the department's implementation of bilingual instruction and to recomment a comprehensive plan of improved services.

With the support of Dr. Arthur Jefferson, General Superintendent of Schools, Dr. Melvin Chapman, Deputy Superintendnet for the Division of Educational Services, and his staff met with representatives of the Bilingual Advisory Committee to discuss the developments of this Task Force.

In early 1979, Dr. Marvin L. Greene, Assistant Superintendent for the Office of Curriculum and Staff Development, officially appointed the members of the Detroit Bilingual Education Task Force. At its first meeting on April 4, 1979, Dr. Greene charged the Task Force to study, review and make recommendations on the 1977-79 Two-Year Plan (Revised) and to develop a Three-Year Plan on Bilingual Education for the Detroit Public Schools.

The Task Force met throughout the Spring, 1979. Through its subcommittees, improved goals and new ideas for bilingual education were generated into concrete form. These recommendations were then reviewed for consistency with federal and state legal mandates and board policies through the leadership of Dr. Lewis E. Ellis, Divisional Director of the Department of Curriculum Development and Services. The Department of Special Education and the Office of Personnel provided additional comment on the plan. Special assistance was provided by the staff consultants of the Midwest National Origin Desegregation Assistance Center at the University of Wisconsin - Milwaukee.

This Three-Year Plan has also been reviewed and accepted by the 1978-79 City-Wide Bilingual Education Advisory Committee.

We firmly believe the Detroit Public Schools' Three-Year Bilingual Education Plan for 1979-82 represents the most coherent, comprehensive plan on bilingual education in the State of Michigan, if not the entire country. The Department of Bilingual Education is particularly proud that it is a product of a collective effort of parents, community representatives, university faculty, teachers, administrators and special consultants.

Jaime E. de la Isla, Director
Department of Bilingual Education

ACKNOWLEDGEMENT

The Detroit Public Schools' Three-Year Bilingual Education Plan for 1979-82 has been developed as a result of the effort and dedication of so many. The Department of Bilingual Education wishes to take this opportunity to acknowledge these individuals.

Special acknowledgement is given to the following members of the Detroit Bilingual Education Task Force who worked so diligently in the development of this plan during the Spring, 1979.

Bishop Gary Bennett, Chairperson

Alicia Aguirre	Cynthia Lingner
Rabiha Antoon	Raymond Lozano
Peilei Chan	Damary Mercado
Thomas Daly	Juanita Ramos
Frank DeSantis	Susan Roseman
Lawrence Doyle	Isabel Salas
Juan Garcia	Luther Washington
Sardon Hermiz	Stanley Webb
Jalal Jameel	Patricia Wiltshire

Our sincere appreciation is offered the Board of Education staff members who provided valuable consultation. They include:

Elu Amador, Bilingual Teacher, O. W. Holmes
Jesse D. Baker, Supervisor, Department of Bilingual Education
John E. Boyless, Staff/Materials Development Coordinator, Department of Bilingual Education
Ingrid Draper, Assistant Director, Special Education
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Eugene Gilmer, Director, Office of Personnel
David Kibbey, Curriculum Administrator, Region 4 Office
JoAnne Moore, Research Assistant, Research and Evaluation

Felix M. Valbuena, Assistant Director, is recognized for coordinating the development of the Three-Year Plan on behalf of the Department.

The Department of Bilingual Education is particularly indebted to Mr. Luis A. (Tony) Baez of the Midwest National Origin Desegregation Assistance Center at the University of Wisconsin at Milwaukee. He and other staff consultants, namely, Ms. Alba Ambert, Mrs. Judy Guskin and Mr. Roberto Soto, were instrumental in drafting this plan.

Finally, the Department of Bilingual Education thanks the City-Wide Bilingual/Bicultural Education Advisory Committee for not only providing its valuable input but also for its persistence in seeing its ideas come to fruition. The 1978-79 City-Wide Bilingual Advisory Committee members were:

Jaime E. de la Isla, Chairperson

Rose Aguilar
Rosemary Angel
Irma Antila
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SECTION I

INTRODUCTION

INTRODUCTION

1.0 The document which follows is Detroit Public Schools' Three-Year Plan for the implementation of Public Act 294, 1974, of the State of Michigan. This Act, the state Bilingual Education Act, mandates that any public school district in our state enrolling twenty or more students in a given language classification who demonstrate limited English-speaking ability must provide a program of bilingual instructions.

2.0 The School District of the City of Detroit fully supports Public Act 294, 1974, and has been working--and will continue to work--to see that the Act is fully implemented in the Detroit Public Schools. Moreover, the Detroit Public Schools is fully cognizant of other legislative enactments and judicial decrees at the federal level which have given further impetus and legitimation to the bilingual approach which has been implemented in Detroit over the course of the last three years.

3.0 The Detroit Public Schools at this point in time, seeks to re-examine its efforts in the area of bilingual education and, as may be required, to modify its present course so as to reflect more accurately present realities. The intent of such a re-examination is to provide the best possible educational opportunity to our national-origin language-minority pupils.

4.0 This document, then, is a blueprint, a plan for future action in the area of bilingual education in the Detroit Public Schools. Thus far, significant strides have been made since the opening of the bilingual office in 1976. As we approach the 1979-80 school year, and a new decade, the District wishes to renew its commitment to bilingual education, to fortify its present efforts, and build upon them for the future.

5.0 The plan begins with an historical overview of bilingual education in the last several years, both nationally and locally. The section, "The Legal Framework for the Detroit Public Schools' Bilingual Education Program," discusses the distinct, yet parallel, developments in the nation, the State of Michigan, and the city which shaped our present efforts and will mold our future endeavors.

6.0 The sections that follow address the critical areas of identification, assessment, and placement of national-origin language-minority group children in the Detroit Public Schools.

7.0 Other sections delineate program model options available for implementation in the schools, staffing, the evaluation and monitoring of program implementation, community and parent involvement, special education, and structures for the administration and governance of the bilingual program and its various components.

8.0 The three-year plan is flexible to the degree which statutory and case law permit such flexibility with respect to the provision of services to language-minority national-origin pupils in the public schools. As the implementation of this plan is monitored, it will become clearer where change is needed, where success is being made, and when the provision of equal educational opportunity to Detroit's national-origin language-minority children has been guaranteed.

9.0 The implementation of this blueprint-for-action will require the understanding, cooperation, and participation of the entire school system, not merely the personnel and community persons involved in the bilingual program. The plan is not intended to reflect any changes in policy as much as it is intended to ensure that the Detroit Public Schools is fully committed to compliance with applicable laws and to the fulfillment of its moral and social obligations as the educator of Detroit's youth.

SECTION II

HISTORICAL FRAMEWORK

1.0 LEGAL FRAMEWORK FOR THE DETROIT PUBLIC SCHOOLS' BILINGUAL PROGRAM

1.1 Bilingual educational policy in the Detroit Public Schools derives from legislation (both state and federal), orders of federal courts, and central board policy. This introductory section traces the legislative and judicial developments which have influenced the manner in which Detroit has undertaken to offer educational programs for linguistic-minority students. By doing so we hope to place the plan components which follow in a context within which the bilingual program in Detroit can be intelligibly viewed as it unfolds over the next three years.

2.0 THE FEDERAL GOVERNMENT AND THE RIGHTS OF LANGUAGE-MINORITY CHILDREN

2.1 Court Decisions

2.1.1 Lau v. Nichols:

2.1.1a The landmark case involving the rights of non-English speaking national-origin minority groups was Lau v. Nichols. In Lau, the Supreme Court ruled that federally aided school districts must address the needs of their non-English speaking students.

2.1.1b Lau v. Nichols was brought by Chinese public school students against the San Francisco Unified School District in 1970. The parties did not dispute the critical fact that 1,790 Chinese-speaking students received no services designed to meet their linguistic needs and that these students suffered educationally. What was in question was whether non-English speaking students receive an equal educational opportunity when instructed in a language they cannot understand.

2.1.1c The Chinese plaintiffs claimed that the absence of programs designed to meet the linguistic needs of such students violated both Title VI of the Civil Rights Act of 1964 and the Equal Protection Clause of the 14th Amendment to the Constitution. They argued that equality in education goes beyond providing the same buildings and books to all students and includes intangible factors. Because they could not understand the language of the classroom, they further argued, the Chinese-speaking students were deprived of even a minimally adequate education, let alone an education equal to that of other children. They claimed that their educational exclusion was a function of state action

since school attendance was compulsory and the use of the English language was a pre-requisite to high school graduation. The difference in treatment, the plaintiffs contended, amount to invidious discrimination because it affected a distinct national-origin group.

2.1.1d After losing in the federal district court, and again in the Ninth Court of Appeals, the Lau petitioners presented their case to the Supreme Court. The United States entered the case at this point, having requested and been granted permission to argue in support of the Lau petitioners as amicus curiae. The federal government raised the same constitutional arguments as the plaintiffs; however, its presentation rested largely on Title VI guidelines and on the right of HEW to place reasonable conditions on the receipt of federal monies. (HEW regulations and guidelines construing Title VI had been entitled to great weight according to prior Supreme Court decisions). The federal government argued that no matter how the Court might construe the principles of the Equal Protection Clause as applied to Lau, HEW's interpretation of Title VI outlawed the actions of the San Francisco school district. The Supreme Court unanimously agreed, relying solely on Title VI.

2.1.1e A critical underpining of the Court's decision was a memorandum issued by Health, Education and Welfare (HEW) on May 25, 1970. The memorandum informed school districts that they "must take affirmative steps to rectify English-language deficiences" - steps that go beyond providing the same books and teachers to all pupils.

2.1.1f Although bilingual education was the relief originally sought in the complaint, this request had been abandoned prior to the time Lau reached the Supreme Court. All that was sought was effective affirmative steps on the part of the school district. The Supreme Court opinion did not mandate a specific approach to teaching national-origin students with English-language problems. Nonetheless, in response to the Supreme Court's decision, the San Francisco schools agreed to provide its Chinese, Filipino, and Spanish-language groups with a program of bilingual/multicultural education. Responsibility for monitoring implementation was placed with a community council established and given administrative support by the school district.

2.1.2 Serna v. Portales:

2.1.2a Several decisions since Lau, among them Serna v. Portales Municipal School and Aspira of New York, Inc. v. Board of Education of the City of New York, have resulted in court-mandated bilingual programs. Yet other decisions discuss school district responsibilities, the effectiveness of district bilingual programs, and Lau violations.

2.1.2b In Serna v. Portales, Chicano students challenged the English-only instructional program in the schools of Portales, New Mexico. The district court, in 1972 (two years before Lau), found a violation of the students' constitutional rights to an equal educational opportunity and ordered the defendants to adopt the plaintiffs'

bilingual instructional program. Before an appeal by Portales school officials to the Tenth Circuit Court of Appeals could be heard, the Supreme Court decided Lau. The Court of Appeals subsequently affirmed the trial court's ruling under Title VI (like the Supreme Court, the Tenth Circuit declined to decide to constitutional claim).

2.1.2c In upholding the trial court's adoption of the plaintiffs' plan for bilingual instruction, the Tenth Circuit held that school children had a right to bilingual education.

2.1.3 Aspira of New York, Inc. v. Board of Education of the City of New York:

2.1.3a Aspira, which also began in 1972, was settled after Lau. With the court's prodding, and after negotiations, the Board of Education of the City of New York and the Puerto Rican plaintiffs consented to a decree in August, 1974. The decree describes the type of bilingual program that New York school officials must implement.

2.1.3b The New York School Board is required to design and implement an improved method for assessing Hispanic students' skills in English and Spanish in order to identify those students who have rights under Lau. For eligible students, instruction in core courses and other courses required for graduation and promotion must be offered in Spanish.

2.1.3c The decrease also mandates programs designed to develop children's English language proficiency (however, it specifically rejects immersion as a technique of second-language acquisition and forbids pullout programs). Materials used in the program must reflect, where appropriate, the culture of the children involved. Recognizing the need for additional competent personnel, the decree calls for affirmative teacher recruitment and specifies the necessary teacher qualifications.

2.1.4 Cintron v. Brentwood:

2.1.4a In Cintron v. Brentwood (1978), the district court ruled that effective bilingual programming was programming in the child's native language. In order to provide the required appropriate and effective programming, the school district was ordered to establish:

> ...a training program for bilingual teachers and aides... the goal is instruction by competent bilingual teachers in the subject matter of the curriculum while at the same time teaching non-English-speaking children the English language.

2.1.5 Rios v. Read:

2.1.5a Another more recent decision related to Lau is Rios v. Read, rendered in 1977. An opinion in Rios v. Read probed the obligations imposed on school authorities toward their non-English-speaking students. The Court observed that increasing

the quantity of bilingual programs was "meaningless without a concomitant emphasis on the quality of instruction." The Court rejected the motion, presented by the school district, that any affirmative steps pursued by a district must satisfy Lau.

> It is not enough simply to provide a program for disadvantaged children or even to staff the program with bilingual teachers; rather, the critical question is whether the program is designed to assume as much as is reasonably possible the language deficient child's growth in the English language. An inadequate program is as harmful to a child who does not speak English as no program at all.

2.1.5b The Court also rejected an approach to meeting the district's responsibilities that relied solely on English As a Second Language (ESL) instruction. The opinion states:

> While the district's goal of teaching Hispanic children the English language is certainly proper, it cannot be allowed to compromise a student's right to meaningful education before proficiency in English is obtained.

2.1.5c Relying on Serna, the Court concluded:

> To put a final prospective on the defendant's position, it could hardly be argued that if a school district was found to violate the standards of Lau v. Nichols because it had failed to provide any bilingual education for language disadvantaged children, a court would be required to accept without scrutiny whatever remedial program the school district then proposes simply because the district now could claim that it was taking 'affirmative steps'.

2.1.5d For the district court in Rios, the standard of effectiveness governs when a school district is charged with offering inadequate programs.

2.1.6 Pending Cases:

2.1.6a Presently pending resolution in the courts are several cases which involve the rights of language-minority children. That these children have a right to educational programs suited to their linguistic needs is fairly well established in case law and statutory regulations. What remains to be seen is the extent to which remedies are found appropriate and acceptable by the courts.

2.1.6b In cases of language discrimination, as in other school-related cases involving race or national-origin, districts that have violated their duty to take affirmative steps to rectify language difficulties have the burden of presenting a plan and demostrating to the courts its effectivenss in remedying their unlawful failure to open the instructional program to language-minority students. The remedial standard that binds courts in

desegregation cases - namely, whether the school district is offering a remedy that "promises to realistically work, and promises realistically to work now" - may be equally applicable to cases brought under Lau. The May 25, 1970 HEW memorandum is in accord with this standard and requires that a school district's affirmative steps " must be designed to meet...language skill needs as soon as possible."

2.2 Federal Legislation

2.2.1 Particularly influential in the growth of bilingual programs were the federal Bilingual Education Act of 1968, providing the first federal funds for bilingual education, and the Bilingual Education Act of 1974, in which Congress described such programs as those in which:

> "there is instruction given in, and study of, English and to the extent necessary to allow a child to progress effectively through the educational system, the native language of the children of limited English-speaking ability, and such instruction is given with appreciation for the cultural heritage of such children, and, with respect to elementary school instruction shall, to the extent necessary, be in all courses or subjects to study which will allow a child to progress effectively through the educational system."

2.2.2 The Bilingual Education Act, enacted on January 2, 1968 as Title VII of the Elementary and Secondary Education Act (ESEA), provided financial initiatives for school districts to develop demonstration projects in bilingual education. In the eleven years since its passage, Title VII has funded demonstration projects throughout the country for children of limited English proficiency.

2.2.3 Seven months after the Supreme Court ruling in Lau, Congress codified the Court's holding in the Equal Educational Opportunity Act of 1974. The new federal legislation extended Lau to all public school districts, not just those receiving federal financial assistance. The prescription of Lau cannot now be circumvented by a school district spurning federal funds.

2.2.4 Congress also recognized how important staffing is in any effort to fulfill the federal rights of linguistic minorities. Although the act contained a general ban against discrimination in teacher hiring and assignment, it excepted from this ban staffing to fulfill the mandate to overcome the language barrier.

2.2.5 In codifying the holding in Lau, the Act adheres to the majority view of the court. Under the Act:

> No state shall deny equal educational opportunity to any individual on account of his or her...national-origin by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

2.3 The Executive Branch - Health, Education and Welfare (HEW)

2.3.1 The Lau decision upheld the May 25th memorandum from HEW to federally aided school districts with respect to the rights of language-minority children. Lau also must be read as reaffirming the general authority of HEW to issue and enforce reasonable interpretative guidelines consistent with the purpose of Title VI.

2.3.2 In the summer of 1975, HEW issued through its Office for Civil Rights the findings of a task force set up after the Lau decision. Commonly referred to as the "Lau remedies", the findings outline, among other things educational approaches found to be appropriate affirmative steps toward opening the instructional program to non-English dominant students.

2.3.3 School districts are required to develop quickly and then submit to OCR specific voluntary compliance plans if they are found to be non-compliant with Title VI and if they have twenty or more students of the same language group who have been identified as having a primary or home language other than English. School districts with a lone student with limited English language skills are obliged to take affirmative steps, although these are not expected to be as extensive and comprehensive as they would in other districts.

2.3.4 The Lau remedies do not mandate bilingual education. For example, they expressly endorse English as a Second Language (ESL) as one of the five acceptable options at the high school level. They also approve ESL for students at the intermediate level who do not speak exclusively a language other than English. Even at the elementary level, where ESL is categorically rejected, bilingual education is not required.

2.3.5 In fact, school authorities may propose and pursue educational approaches other than those outlined in the Lau remedies. The important stipulation is that they must demonstrate affirmatively that the educational program preferred--whatever it may be--will be equally effective in ensuring equal educational opportunity.

2.3.6 In shifting to school authorities the burden of demonstrating that educational programs not conforming with programs contained in the Lau remedies are "equally effective," the Lau remedies at a minimum create a legal presumption in favor of bilingual education at the elementary and intermediate levels. This is a presumption that school districts may have great difficulty overcoming: it is particularly true of civil rights litigation that the party able to shift the burden of proof is most often the party that prevails.

2.3.7 The Office of Civil Rights has stated that, although it does not look on the Lau remedies as "a regulation with the force of law," they are "entitled to weight as an agency interpretation" and are to be considered comparable to the May 25th memorandum. Whether labeled a guideline, an agency interpretation entitled to great weight, or an agency regulation having the force of law, the Lau remedies clearly cannot be disregarded by school districts. In dealing with courts, school districts have difficulty asserting that the Lau

remedies are unreasonable or inconsistent with Title VI, especially since program approaches are presented as options and alternative programs are acceptable if shown to be equally effective.

2.4 Desegregation/Segregation and the Rights of Language-Minority Children

2.4.1 The mandate to desegregate presents formidable obstacles to organizing and maintaining bilingual programs that are educationally viable and also meet the student assignment guidelines fixed by the courts. Given, however, that bilingual education and desegregation have mutual educational goals, their accomodation has not been impossible. Because of the broad remedial powers exercised by the courts to eliminate unlawful school segregation, desegregation orders can include provisions for comprehensive bilingual education programs.

2.4.2 Interestingly enough, bilingual education programs were first judicially mandated as part of an overall remedy in a Texas desegregation case four years before Lau. In 1970, a federal district court in Texas required the implementation of the first desegregation plan to include curriculum changes designed to meet the needs of non-English-speaking students. A subsequent decision in the same case required the inclusion of bilingual programs. The court recognized Mexican-American students as members of a cognizable ethnic or national-origin group and declared the fashioning of relief for Mexican-American students as fundamentally similar to that framed in desegregation suits based on discriminatory treatment of black students. The Court wrote:

> Little could be more clear to the Court than the need...for special consideration to be given to the Mexican-American students in assisting them in adjusting to those parts of their new school environment which present a cultural and linguistic shock.

2.4.3 In 1973, when it decided its first "northern" desegregation case, Keyes v. School District No. 1, Denver, the Supreme Court for the first time upheld a district court decision that placed Hispanic students under the broad category of "minority". This was most significant as it affected school desegregation cases in cities with multi-ethnic populations, especially where a third group was "numerically significant" enough to be considered separately in devising court-ordered remedies. In a subsequent decision in Keyes, the Court of Appeals underscored that bilingual education is no substitute for desegregation. However, the court directed that a determination be made of whether any Lau violations were present and what relief, if any, might be necessary to ensure that Hispanic and other minority children will have an opportunity to acquire proficiency in the English language.

2.4.4 In other instances, such as the Boston case of Morgan v. Kerrigan, courts have been persuaded that bilingual programs do not threaten desegregation and are necessary to secure equality in education. In Boston, Hispanic parents were allowed to intervene to protect

existing bilingual programs and the statutory rights of linguistically different children to bilingual education. The district court, in its student desegregation order, gave students with bilingual needs priority with respect to assignment and that they would be assigned to schools with bilingual programs.

2.4.5 A similar development took place in Milwaukee, when the court allowed for the exemption, from the strict black/white assignment quota system of certain schools with large bilingual programs. In addition, the settlement in Milwaukee stated, with respect to schools with smaller bilingual programs, that a minimum combined minority enrollment of 25% with at least 12.5% black and 12.5% other minority was acceptable.

2.4.6 Moreover, even if bilingual programs for students with limited English-language abilities result in ethnic separation within schools, prevailing case authority and federal regulations may sanction them as bona fide ability groupings. Bona fide ability grouping permits the segregation of language-minority children provided such grouping is done to facilitate meeting a child's special educational needs and to improve academic achievement and performance through specially developed curricula taught by specially trained personnel.

2.4.7 To avoid unlawful separation, bilingual programs have been allowed or ordered to include English proficient students. Some methods for inclusion are grouping within classrooms; exchange or a daily schedule or homogenous grouping for bilingual instruction and heterogeneous grouping for other activities; staff differential or highly individualized instruction by teacher aides, student teachers, paraprofessionals and students; and individualized multi-media instruction.

2.4.8 The Boston desegregation decree has served as a model for dealing with Hispanic students in the context of what is otherwise a black/white case. The decree ordered the assignment of children of limited English proficiency before others to prevent their dispersal. The court resolved the problem by initially concluding that three consecutive years of bilingual instruction were the minimum necessary for an effective program of bilingual instruction, which would mean an enrollment of sixty students of limited English proficiency - twenty students for each grade level. Then the court determined how large the minority population in each school should be. (For example, a previously all white school might be required to have a student population that was forty percent minority under the desegregation decree. If the sixty students of limited English proficiency necessary for an effective bilingual program brought the minority percentage of that school to twenty percent, then the remaining twenty percent of the minority students would be black. Thus, students of limited English proficiency first had to be identified, the minimally acceptable number of such students for effective bilingual instruction had to be determined, and finally, only after students of limited English proficiency were assigned would the other minority students and the English-speaking white students be assigned. This same approach has been followed in Wilmington, Delaware, and Buffalo, New York).

2.4.9 The Tenth Circuit's ruling in Keyes that the retention of entirely segregated schools cannot be justified in the name of bilingual education does not pose a threat to ethnically identifiable bilingual classes situated in otherwise integrated settings. Indeed, the Supreme Court implied that in certain limited circumstances separate classes for bilingual education may be appropriate when in Lau v. Nichols it expressly referred to the following HEW regulation: any ability grouping or tracking system employed by the school system to deal with special language skill needs of national-origin minority-group children must be designed to meet such language skills as soon as possible and must not operate as an educational dead-end or permanent track.

2.4.10 In the Detroit case of Bradley v. Milliken, the Federal District Court in its court order of August 15, 1975, required bilingual/bicultural education among a series of quality educational components, such as vocational education, reading, in-service training, counseling, and career guidance.

2.4.11 Regulations promulgated under the Emergency School Aid Act (ESAA) provide the clearest indication of HEW's view of enthically identifiable classes, although the Act itself is applicable only to ESAA grantees. ESAA regulations clearly permit classes to be technically separated for less than 25% of the school day. Classes isolated ethnically for longer than that may be justified only if they can be shown to be in accord with standard pedagogical practices (such as bilingual education).

3.0 MICHIGAN STATE LAW AND POLICY

3.1 In recent years, educational policy and law in the State of Michigan has followed the example of federal activity when the rights of language minorities are involved. In 1977, the Michigan Department of Education approved a document entitled "The Common Goals of Michigan Education." This policy statement says, in relevant part:

> "Michigan education must recognize and respect the needs for special academic and administrative measures in schools serving students whose native language is one other than English. These students should be encouraged and assisted to develop their skills in their native language while they are acquiring proficiency in English. ...Bilingual programs should be provided in order that the students may develop their bilingual skills and enhance their educational experience rather than be forced into the position of disadvantaged students."

3.2 Three years later, in October, 1974, Public Act 294, the Michigan Bilingual Education Act, was signed into law.

3.2.1 Act 294 of the Public Acts of 1974:

Act 294 requires any school district enrolling 20 or more students of a given language category and with limited English-speaking ability to establish a program of bilingual instruction. Sections 395 and 396 of the Act specify the responsibilities of the State Board of Education and the Michigan Department of Education in the implementation of bilingual instruction programs.

Among its responsibilties, the State Board is required to:

(1) "...develop and administer a program of in-service training for bilingual instruction programs" and "...promulgate rules governing the conduct of and participation in the in-service training programs." Sec. 395(1)

(2) "...promulgate rules governing the endorsement of teachers as qualified bilingual instructors in the public schools of this state" and require that "the teacher...shall be proficient in both the oral and written skills of the language for which he is endorsed." Sec. 395(2)

(3) "...approve an examination or testing mechanism suitable for evaluating the proficiency in English language skills of a child of limited English-speaking ability." Sec. 395(3)

Additionally, the Michigan Department of Education is required to:

(1) "Advise and assist school districts in complying with and implementing sections 390 to 396."

(2) "Study, review, and evaluate textbooks and instructional materials, resources, and media for use in bilingual instructional programs."

(3) "Compile data relative to the theory and practice of bilingual instruction and pedagogy."

(4) "Encourage experimentation and innovation in bilingual education."

(5) "Recommend in-service training programs, curriculum development, and testing mechanisms to the State Board of Education." Sec. 396(a)-(e)

3.2.2 Bilingual Instruction as Defined in Act 294:

Act 294 offers specific definitions of the terms "bilingual instruction" and "children of limited English-speaking ability." In Section 390(a), "bilingual instruction" is defined as:

> ...the use of two languages, one of which is English, as media of instruction for speaking, reading, writing, or comprehension

The section goes on to note that:

> "Bilingual instruction" may include instruction in the history and culture of the country, territory, or geographic area associated with the language spoken by children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.

The Act defines "children of limited Engish-speaking ability" as:

> ...children who have or reasonably may be expected to have difficulty performing ordinary classwork in English because their native tongue is a language other than English or because they come from a home or environment where the primary language used is a language other than English.

3.2.3 In 1978, the Michigan legislature appropriated $4,000,000 to assist local school districts with bilingual instructional programs.

3.3 Position of the Michigan State Department of Education

3.3.1 In 1978, the State Department of Education issued a position statement on bilingual instruction. The Department expressed its support for bilingual education and set forth guidelines for action in the area of bilingual instruction. These guidelines state that students receiving bilingual instruction in Michigan should:

3.3.1a Be encouraged and assisted to develop skills in their native language while they are acquiring proficiency in English.

3.3.1b Achieve at a rate commensurate with their own age, ability and grade level in all subject areas.

3.3.1c Demonstrate growth in self-esteem.

3.3.1d Be provided with a coordinated and integrated learning environment through effective articulation with the general school program.

3.3.2 In addition, the State Board encourages all teachers and staff members of schools offering bilingual education to be involved in a comprehensive in-service training program and encourages the involvement of parents and other community members in the planning, implementation and evaluation of bilingual instruction programs.

3.4 The State Office of Bilingual Education

3.4.1 It is the attitude of the State Board of Education that bilingual education should be an integral part of a program of quality education. Toward that end the Michigan Department of Education created an office of Bilingual Education staffed by a director and a team of consultants. The tasks of the State Office of Bilingual Education are:

3.4.1a To coordinate bilingual programs within the state.

3.4.1b To provide research, development, and dissemination of information to local districts.

3.4.1c To assist local districts with consultant and technical service.

4.0 THE DETROIT PUBLIC SCHOOLS: EDUCATIONAL RESPONSE TO THE NEEDS OF NATIONAL-ORIGIN LANGUAGE-MINORITY PUPILS

4.1 The Detroit Board of Education, acting to promote the educational best interests of national-origin language-minority pupils, and in compliance with state and federal laws and regulations, has given its policy approval and financial support to the establishment and operation of a comprehensive bilingual education program in the Detroit Public Schools.

4.2 In 1976, the Detroit Public Schools gave assurance to the U. S. Department of Health, Education and Welfare of the implementation of a plan to remedy or eliminate the denial of equal educational opportunity to national-origin minority students on the basis of language or cultural background. The Detroit Public Schools was under obligation to comply with the assurance given by implementing a program of bilingual services during the 1977-78 and 1978-79 school years.

4.3 The position of the Detroit Public Schools was expressed by Dr. Arthur Jefferson, General Superintendent, on January 20, 1977, when he stated:

> The Detroit Public Schools recognizes its moral, legal, and social responsibility to offer an equal educational opportunity to all children regardless of language or cultural background...through the implementation of bilingual/bicultural education.

4.4. The proposed plan for the 1979-80, 1980-81, 1981-82 school years is a continuation of the earlier efforts of the Detroit Public Schools. The Detroit Public Schools remains committed to the maintenance and expansion of bilingual instruction approach.

SECTION III

GOALS

1.0 PROGRAM GOALS

Over the course of the next three years, the goals of the School District of the City of Detroit with respect to the provision of services to national-origin language-minority children will be:

1.1 To guarantee that each and every child in the Detroit Public Schools who is eligible for participation in a program of bilingual education is provided the opportunity to do so in a program that affords that child the greatest promise of becoming proficient in the English language while retaining and developing his/her native language skills and making steady progress in substantive academic areas. To this end, the Department of Bilingual Education will move in the directions suggested and/or required in this plan with respect to pupil identification, assessment and placement, and areas of program implementation.

1.2 To establish specific, measurable, and attainable objectives for the bilingual programs in the schools in the areas of reading, language arts, and mathematics in both English and, to the extent appropriate, the native language of the child. These objectives will be implemented and measured during the course of the Three-Year Plan.

1.3 To strengthen and expand parental and community involvement in the planning, implementation, and evaluation of the bilingual program to the maximum extent feasible and practicable. To this end, the Department of Bilingual Education will move in the directions suggested and/or required in this plan and will, furthermore, establish specific, measurable, and attainable objectives for parental and community involvement for each of the next three years.

1.4 To establish the most effective and efficient administrative and organizational systems for the implementation of the bilingual programs throughout the system and to undertake whatever measures are required to ensure that the regional boards of education and their administrations, as well as the local schools, are delegated any and all responsibilities which they are capable and qualified to assume in relation to the bilingual program. It shall be a corollary goal of this component to establish a timetable specifying any and all required training and other preparations that will facilitate this transition--in accordance with our policy of decentralization--within the next three years.

1.5 To undertake an evaluation of our efforts in the area of bilingual education and related services for national-origin language-minority pupils which will determine:

1.5.1 Progress by pupils in academic achievement, personal attitudes, success rates in school, retention rates, reduction in drop-out rates, etc.,

1.5.2 Improvement in school/community relations,

1.5.3 Improvement in teacher/staff qualifications and capabilities, and

1.5.4 Any other areas that will contribute, ultimately, to the further improvement of bilingual education in Detroit.

Specific, measurable, and attainable objectives will be established for each of these areas in order for the Detroit Public Schools to pursue and monitor attainment of this goal. Responsibility for this goal shall rest with the Department of Bilingual Education, the appropriate regional coordinators and the principals of the local schools.

1.6 To monitor the implementation of the blueprint contained in this document via the established procedures of the Detroit Public Schools for regulating programs within the Department of Curriculum Development and Services. The activities recommended and/or required by this plan will be set in terms of objectives which are specific, measurable, and attainable within each of the years covered by this plan, and will be monitored according to those objectives and a timetable for implementation.

1.7 To design and establish at the regional and local school level programs of bilingual education in such a way as to guarantee, to the maximum extent feasible, plausible, and acceptable to the district court, that the program will not, unless for bona fide reasons of ability grouping, result in the unlawful segregation of national-origin language-minority group pupils. Where such bona fide ability grouping-based segregation does occur, the district will have as a goal the maximum integration, to the extent feasible and within the law, of national-origin language-minority group pupils with other pupils in the Detroit Public Schools.

1.8 To establish at the central and regional levels a systematic procedure for the recruitment and hiring of qualified bilingual instructors, administrators, and any other support personnel necessary to ensure the successful implementation of this plan. To this end, the Department of Bilingual Education, in cooperation with other appropriate departments within the Detroit Public Schools, will conduct an assessment of staff required to implement the plan, develop a strategy with a timeline to actively recruit needed staff, and fulfill any activities necessary to guarantee that qualified and appropriate staff is hired.

1.9 To continue and improve in-service training for all personnel involved in bilingual education with some in-service training being made mandatory when possible. To this end, the Department of Bilingual Education will conduct appropriate in-service seminars to respond to the needs of all who provide services to children of limited English proficiency. Content for seminars will be determined by a survey of staff and recommendations of school, regional, and central administrators.

2.0 STUDENT GOALS

2.1 To educate non-English speaking students to understand and communicate in English.

Objective: Fifty percent (50%) of students identified as eligible for bilingual services in grades 1-12 will gain one month in reading skills in English for each month of program participation as measured by a selected and validated instrument. This criteria will only be applied to students having pretest and posttest scores.

2.2 To engage and assist eligible students in developing skills in their native language while they are acquiring proficiency in English.

Objective: Students enrolled in the bilingual program will maintain their home language proficiency as measured by selected and validated instruments where instruments are available.

2.3 To provide instruction in the history and culture of the country, territory, or geographic area represented by the many ethnic groups in our public schools.

Objective: Seventy-five (75%) of the students participating in a bilingual program in grades 1-8 will show a seventy percent (70%) mastery on a minimum of six objective referenced tests included in the Multicultural Awareness for the Classroom Series.

2.4 To assist and encourage students of limited English proficiency in improving their self-concept and image.

Objective: Sixty percent (60%) of the students of limited English proficiency determined to have a low self-concept will show growth as measured by selected instruments.

2.5 To provide opportunities which encourage bilingualism or multilingualism on the part of all students. To encourage native English-speaking students to develop another language skill.

Objective: Five percent (5%) of the native English-speaking students in four selected target schools having a bilingual program will receive instruction in the language spoken by the majority of the students of limited English proficiency of that school.

SECTION IV

IDENTIFICATION OF NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS

IDENTIFICATION OF NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS*

1.0 INTRODUCTION

1.1 It is clear that both state and federal mandates relative to the treatment of national-origin language-minority students require that school districts conduct a systematic count and identification of all students who have had a language other than English in their background or whose primary language is different from English.**

1.2 Detroit Public Schools conducted a survey of its student population in 1978 which showed that there are approximately 5,300 national-origin language-minority students dispersed in 158 different schools. The survey provided a list of students later to be assessed to determine their academic and linguistic needs. Such assessments would later provide a list of all students eligible for bilingual and other educational services.

2.0 PROCEDURES FOR IDENTIFYING NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS

2.1 A high incidence of mobility within Detroit and outside of Detroit often complicates the identification process and the design of service projections. The identification of eligible students will, therefore, be a continuous process. Consequently, the local staff must be consistent in applying the procedures described herein. To ensure that potentially eligible students will not be excluded or deprived of their right to adequate educational services, the district will implement the following procedures for the identification of national-origin language-minority students:

2.1.1 A record will be kept of all national-origin language-minority students identified during the first survey conducted by the district and of students subsequently identified as potentially eligible for bilingual and other educational services.

2.1.2 The district will continuously publicize the search for national-origin language-minority students throughout the community and the school system by properly informing school staff, administrators, the regional boards, and parents of the procedures here described, and through the utilization of local mass media and other district vehicles for information dissemination. Such publicity shall be in English and in the major non-English language or languages represented in the school district community.

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* See glossary for definition of National-Origin Language-Minority Student

**See Section II of this document for a review of state and federal bilingual rights of national-origin language-minority students

SECTION IV: IDENTIFICATION OF NATIONAL-ORIGIN STUDENTS

2.1.3 In September of each school year, the Bilingual Education Department will provide the local schools with a computer listing (by school) of students who had been previously identified during the national-origin language-minority population survey.

2.1.4 During the first and second weeks of September, the school principal with the assistance of the bilingual teacher(s) and/or bilingual technicians assigned to the school will examine the computer listing and identify the pupils still enrolled in the school. The pupils identified in this process will comprise the basic list of pupils to be evaluated for eligibility to receive bilingual educational services.

2.1.5 Pupils newly enrolled in a school from outside of the Detroit Public School District should be identified as potential candidates for bilingual education services as they enroll. Information requested at the time of enrollment should include the pupil's language and the language spoken in the pupil's home. If the pupil's language or the language spoken in the home is other than English, the pupil's name should be referred to the bilingual teacher(s) for further evaluation. In the absence of a bilingual teacher in the building, the bilingual regional coordinator and ultimately the Department of Bilingual Education should be consulted.

2.1.6 Clerical staff should be alerted to the fact that pupils who are not citizens of the United States and who are enrolling for the first time, must be referred to the Detroit Public Schools' Attendance Department located in Room 672 of the Schools Center Building. The bilingual regional coordinator and the Department of Bilingual Education shall also be informed to ensure that a bilingual person will be available for assistance. The card provided by the Attendance Office must be returned to the school before the student can be officially enrolled.

2.1.7 As an additional assurance that each eligible pupil will be identified, the total school staff must be advised to refer to the administration the name of any pupil who may have been overlooked in the identification process.

2.1.8 The identification process undertaken by the school staff should include parental involvement. This is especially true of schools which have no bilingual staff. In cases of doubt regarding the child's non-English language background, the parents will be consulted.

SECTION V

LANGUAGE AND ACADEMIC ASSESSMENT OF NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS POTENTIALLY ELIGIBLE FOR BILINGUAL PROGRAMMING AND OTHER EDUCATIONAL SERVICES

LANGUAGE AND ACADEMIC ASSESSMENT OF NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS POTENTIALLY ELIGIBLE FOR BILINGUAL PROGRAMMING AND OTHER EDUCATIONAL SERVICES

1.0 1978-79 SURVEY

1.1 As a result of the initial national-origin language-minority survey, the district has identified and listed these students according to their non-English language(s). This procedure has continued as the number of students increases due to new arrivals. A listing by school, grade level, and administrative region has also been developed.

1.2 Students identified in 1978-79 were assessed to determine their eligibility for bilingual education and for other appropriate educational services.

2.0 ELIGIBILITY

Given that the provisions of Michigan's Bilingual Education Act are consistent with federal requirements regulating the provision of educational services to national-origin language-minorities, the Act's definition of eligible students has been adopted by the district. Those students are eligible who:

> ...have or reasonably may be expected to have difficulty performing ordinary classwork in English because their native tongue is a language other than English or because they come from a home or environment where the primary language used is a language other than English.
> (Public Act 294, 1974, Section 390 (b))

3.0 PROCEDURES

3.1 The original procedures established for the assessment of potentially eligible students have undergone considerable changes since first designed. This was done to ensure their appropriateness and their compliance with the most recent legal, educational, and procedural developments in the area of linguistic and academic assessment of students' needs.

3.2 Thus, as it regards this document, unless new developments in this area require further changes of approach, the Detroit Public Schools will adhere to the following procedures for language academic assessment:

3.2.1 The cumulative record of all identified national-origin language-minority students is to be carefully examined. All relevant information of the student's language background and academic performance is to be acquired and included for the review. The following students will be eligible for bilingual education:

3.2.1a All national-origin students with no standardized reading test scores. However, at the earliest possible date, these students will receive some form of achievement/performance test to

determine their continued eligibility.

3.2.1b All students in grades K - 2 whose teachers, parents, or guardians indicate that their primary language is other than English or that the children come from a home or environment where the primary language used is one other than English. Since testing of such young children may be highly inaccurate, it will be assumed that such children may reasonably be expected to have difficulty performing ordinary classroom work in English.

3.2.1c All students in grades 3 - 12 who score below the 50th percentile for native English speakers of their age on a standardized test of English language proficiency.* Such students are of limited English proficiency and are judged to be having difficulty, or expected to have difficulty, because of their language background.

3.2.1d All students in grades 3 - 12 who score below the 32nd percentile on an approved English reading test. Such students are of limited English language proficiency and are having difficulty, or are expected to have difficulty, performing ordinary classroom work in English because of the intervention of the non-English language in their background.

3.2.2 Not eligible for bilingual programming shall be national-origin language-minority students who scored above the 50th percentile for native English speakers of their age on a standardized English language proficiency test and who are performing at or above grade level in other subject content areas. Such students can be expected to perform ordinary classroom work in English. However, Detroit Public Schools will conduct a survey of students in this category to ensure that the instruments used in assessing their educational needs did not exclude students who still appear to have language, academic, and/or achievement problems from receiving services. Such a survey will be conducted during the 1979-80 school year.

3.2.3 Detroit Public Schools will also undertake, through its appropriate departments, further evaluations of national-origin language-minority students who appear to suffer from other learning disabilities or handicaps. Such students will be referred to a-propriate Special Education personnel and assistance will be provided by the Bilingual Department to ensure non-discriminatory evaluation and program placement.**

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*Tests to be determined by the district in consultation with the State Department of Education and other informed agencies and individuals.

**For more details on the treatment of national-origin language-minorities with Special Education needs, See Section XII of this document.

4.0 PUPIL PROFILE FORMS

4.1 Once identified students have been assessed for eligibility, it becomes necessary to ensure proper data gathering and follow-up. For eligible students this means that accurate records must be kept on the services being provided through bilingual instruction or other educational services. Similarly, for students found ineligible, it will be necessary to maintain records of such ineligibility. The date needed to complete the Pupil Profile will serve two functions. First, the data will be used to determine the eligibility of the pupil to receive Bilingual Education Service. Secondly, the data will provide background information on each child enrolled in Bilingual Education Programs, and will become part of the pupil's cumulative record.

4.1.1 The principal or his designee, will be responsible for preparing a Pupil Profile Form in duplicate for each child who may be eligible to receive Bilingual Education Services. A Pupil Profile Form will be kept on every student identified during the first national-origin language-minority survey and also on all students subsequently identified as potentially eligible (i.e., new arrivals, transfers, etc.).

4.1.2 If the pupil is determined to be eligible to receive Bilingual Education Services, the original (yellow) copy of the Pupil Profile will be sent to the Region Superintendent, or his designee, to be forwarded to the Department of Bilingual Education. The duplicate copy of the Pupil Profile will remain with the bilingual teacher(s), and must be updated periodically as information becomes available.

4.1.3 If a review of the profile indicates that the pupil is not eligible to receive Bilingual Education Services, a statement to that effect must be placed on the top of page one of the Pupil Profile to avoid further inclusion of these students in the assessment and evaluation process. The original (yellow) copy of the Pupil Profile will be sent to the Region Office. The duplicate copy is to be placed in the pupil's cumulative record.

4.1.4 The original (yellow) copies of the completed Pupil Profiles for pupils enrolled in the bilingual program by the September Fourth Friday Count must be received in the Region Office no later than the first Friday in October. Profiles of pupils enrolled after the Fourth Friday Count should be submitted to the Region office immediately following determination of the pupil's eligibility.

4.1.5 The data necessary to complete the Pupil Profile Form can be obtained from existing records, through direct contact with the pupil, and/or his parents or guardians.

4.1.6 At the conclusion of each school year, and/or whenever the pupil leaves the school, the Pupil Profile Form must be brought up-to-date, and must be inserted in the pupil's cumulative record folder. The Pupil Profile Form will become part of the permanent

record of a pupil receiving Bilingual Education Services. The principal and/or the bilingual teacher must maintain the form accurately and must be certain that complete information is reported for each year that the pupil is enrolled in a Detroit Public Schools' Bilingual Education Program.

4.1.7 The principal or his designee will be responsible for providing the Bilingual Education Department, upon request, with a listing of pupils receiving Bilingual Education Services. Forms will be provided for this purpose.

4.1.8 The principal has the responsibility of maintaining the Pupil Profile for federal and state monitory purposes.

5.0 TESTING NATIONAL-ORIGIN STUDENTS FOR ELIGIBILITY

5.1 The Detroit Public Schools will adhere to the following principles in its use of testing for eligibility:

5.1.1 Purposes and Uses

The selection of valid, reliable test instruments and the use of appropriate evaluative procedures are vital to the operation of a good bilingual program and in shaping the design of the program and monitoring its performance.

5.1.2 General Uses of Tests

To diagnose and assess the needs of pupils eligible for bilingual instruction.
To prescribe suitable bilingual instruction for eligible pupils.
To measure the academic growth of pupils enrolled in a bilingual program.

5.1.3 Specific Uses of Test Results

5.1.3a Achievement Tests Will Be Used:

To measure pupil's growth in a particular body of knowledge or proficiency in certain skills.
To determine, in conjunction with other data, the level of attainment of pupils at the point of entry into a bilingual program.
To measure the academic growth of pupils at selected intervals during their participation in a bilingual program.

5.1.3b Readiness Tests Will Be Used:

To measure the extent to which a pupil has achieved a degree of maturity and has acquired certain needed skills to be successful in a new learning situation.

5.1.3c Language Proficiency Tests Will Be Used:

To determine the level of English proficiency of limited English language proficiency pupils.

6.0 OTHER CONSIDERATIONS REGARDING LANGUAGE AND ACADEMIC ASSESSMENT OF NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS

6.1 Principals will be responsible for the completion of the Pupil Profile Form of students eligible for bilingual services but not receiving such services because of limitations in the program's reach or non-availability of appropriate bilingual programs in their schools. Additional informational sheets may need to be added to the form described in 4.1.6 of this section explaining the type of alternative programming being provided to the students and/or documenting efforts made to secure appropriate programming for the student.

6.2 Principals will be responsible for the completion and maintenance of the Pupil Profile Form of students not eligible for bilingual services but eligible for other educational services because of their status as underachievers.

6.3 In recognition of its legal and educational obligation to national-origin language-minority students, Detroit Public Schools proposes to do further needs assessments of students whose profiles are not yet completed; to review and improve the Pupil Profile Form to include evaluations for detection of learning disabilities and/or handicap (when applicable), and any other data resulting from testing and/or teacher's observations; and Detroit Public Schools will also perform a complete assessment of all new arrivals to determine their eligibility for bilingual and other educational programming.

6.4 Testing of National-Origin Language-Minority Students:

6.4.1 The district will seek ways of developing and/or designing its own testing instruments to measure English language proficiency for other than Spanish-speaking students.

6.4.2 The district will seek assessment instruments which are quickly and easily administered. To the degree possible, there will be more individualized attention given to national-origin students being tested, and less massive test administration.

6.4.3 The usage of tests and their interpretation will be shared more effectively with national-origin language-minority parents. Parents will be informed about testing and ways will be sought to facilitate parental involvement in the testing process.

SECTION V: ATTACHMENT

IDENTIFICATION OF NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS
AS PER FEBRUARY 1979 UPDATED LISTING OF THOSE STUDENTS FOUND
ELIGIBLE FOR BILINGUAL SERVICES

SECTION V: ATTACHMENT

SCHOOL	NO. OF NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS	NO. ELIGIBLE STUDENTS
REGION I		
Campbell	3	3
Doty	1	1
Edmonson	6	6
Ferry	140	106
Owen	54	46
Parke	53	51
Goldberg	1	1
Spain	1	1
Greusel M.S.	8	8
Hutchins M.S.	1	0
Jefferson M.S.	2	0
Pelham M.S.	20	20
Murray-Wright H.S.	1	1
Northeastern H.S.	26	15
	317	259
REGION II		
Beard	69	69
Bennett	100	99
Cary	32	32
Columbian Primary	11	11
Ellis	66	50
Hanneman	86	78
Harms	91	68
Higgins	50	42
O.W. Holmes	100	84
Jeffries	40	38
Logan	91	73
Mark Twain	87	55
Maybury	148	98
McKinstry	107	79
McGraw	49	48
McMillan	48	38
Neinas	127	115
Newberry	53	49
Preston	61	61
Priest	137	137
Sampson	41	28
Webster	173	145

SECTION V: ATTACHMENT

SCHOOL	NO. OF NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS	NO. ELIGIBLE STUDENTS
REGION II cont'd		
Boynton M.S.	50	50
Clippert M.S.	47	42
Condon M.S.	115	115
Earhart M.S.	220	115
Hunter M.S.	40	35
Munger M.S.	71	48
Webber M.S.	2	2
Wilson M.S.	49	44
Chadsey H.S.	28	28
Southwestern H.S.	147	135
Western H.S.	311	265
	2847	2376
REGION III		
Carver	29	20
Coolidge	4	4
Dixon	20	18
Geo. Ford	3	2
Gardner	5	5
Herman	11	11
Kosciusko	7	5
Leslie	8	5
Mann	3	3
Marsh	22	16
McColl	6	6
McLean	9	3
Parkman	5	4
Weatherby	5	2
Ann Arbor Trail M.S.	5	0
Brooks M.S.	5	3
Drew M.S.	1	0
Lessenger M.S.	39	38
Ruddiman M.S.	20	20
Cody H.S.	42	42
	249	207
REGION IV		
Bethune Primary	3	2
Burgess	5	0
Burt	1	1
Cooke	8	5
Crary	1	0
Dow	8	8
Edison	1	0
	32	

SECTION V: ATTACHMENT

SCHOOL	NO. OF NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS	NO. ELIGIBLE STUDENTS
REGION IV cont'd		
Gompers	2	1
Harding	5	2
Healy	3	2
Holcomb	12	12
Houghten	26	22
Hubert	4	4
Larned	3	1
Lodge	1	0
McKenny	18	9
Newton	12	6
Region 4 Open	2	1
Vetal	4	0
Winship	5	3
Yost	6	5
Cadillac M.S.	1	1
Emerson M.S.	1	1
Harding M.S.	9	5
Ludington M.S.	21	12
Murphy M.S.	11	10
Region 4 Open M.S.	2	0
Taft M.S.	7	5
Vetal M.S.	2	1
Winship	1	1
Cooley H.S.	2	2
Henry Ford H.S.	10	8
Redford H.S.	16	11
	213	141
REGION V		
Bagley	1	1
Fox Primary	1	1
Hampton	4	1
Schulze	6	5
Vernor Primary	4	3
Beaubien M.S.	3	1
Coffey	3	2
	22	14

SECTION V: ATTACHMENT

SCHOOL	NO. OF NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS	NO. ELIGIBLE STUDENTS
REGION VI		
Atkinson	6	6
Courville	4	2
Davison	4	4
Fleming	7	7
Grant	15	9
Grayling	178	175
Greenfield Park	185	159
Greenfield Union	397	331
Lynch	17	13
Marshall	7	5
Mason	4	0
Pierce	17	17
Pulaski	9	9
Trix	24	18
Van Zile	6	6
White	17	8
Wilkins	12	12
Cleveland M. S.	14	9
Grant M. S.	7	6
Law M. S.	10	10
Nolan M. S.	201	199
Richard M. S.	5	2
Von Steuben M. S.	4	4
Osborn H. S.	45	40
Pershing H. S.	126	126
	1,321	1,177

SECTION V: ATTACHMENT

SCHOOL	NO. OF NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS	NO. ELIGIBLE STUDENTS
REGION VII		
Burbank	27	21
Carleton	12	12
Clark	6	3
Goodale	3	3
Hanstein	5	5
Hosmer	9	9
Hutchinson	19	12
Marquette	11	4
Marxhausen	2	1
McGregor	5	4
Wm. Robinson	27	23
Stellwagen	9	6
Wayne	8	8
Columbus M. S.	20	20
Hamilton M. S.	1	1
Jackson M. S.	3	3
Region 7 Open M. S.	1	0
Joy M. S.	1	1
Denby H. S.	3	3
Finney H. S.	5	5
	177	144
REGION VIII		
Chrysler	1	1
Guyton	2	2
Howe	2	2
Ives	4	4
Monteith	3	3
Stark	2	2
Butzel M. S.	2	2
R. Robinson M. S.	1	0
	17	16

SECTION V: ATTACHMENT

CITY-WIDE SCHOOLS	NO. OF NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENTS	NO. ELIGIBLE STUDENTS
Burton International School	80	58
Detroit Day School for the Deaf	10	5
Dow World of Work	1	1
Leland Orthopedic	2	2
Metzner Careers Center	7	6
Oakman Orthopedic	5	5
Poe Trainable Center	10	4
Washington Careers Center	1	1
White Orthopedic	2	1
Cass Technical High School	5	5
	123	88
TOTALS	5,286	4,422

SECTION V: ATTACHMENT

Schools by Region with 20 or more national-origin language-minority students eligible for bilingual services.

Region I	
Ferry	106
Owen	46
Parke	51
Pelham M. S.	20
Total	223

Region II	
Beard	69
Bennett	99
Cary	32
Ellis	50
Hanneman	78
Harms	68
Higgins	42
O. W. Holmes	84
Jeffries	38
Logan	73
Mark Twain	55
Maybury	98
McGraw	48
McKinstry	79
McMillan	38
Neinas	115
Newberry	49
Preston	61
Priest	137
Sampson	28
Webster	145
Boynton M. S.	50
Clippert M. S.	42
Condon M. S.	115
Earhart M. S.	115
Hunter M. S.	35
Munger M. S.	48
Wilson M. S.	44
Chadsey H. S.	28
Southwestern H.S.	135
Western H.S.	265
Total	2,363

Region III	
Carver	20
Lessenger M. S.	38
Ruddiman M. S.	20
Cody H. S.	42
Total	120

Region IV	
Houghten	22
Total	22

Region VI	
Grayling	175
Greenfield Park	159
Greenfield Union	331
Nolan M. S.	199
Osborn H. S.	40
Pershing H. S.	126
Total	1030

Region VII	
Burbank	21
Columbus M.S.	20
Wm. Robinson	23
Total	64

City-Wide Schools	
Burton International	58
Total	58
GRAND TOTAL OF STUDENTS	3,880

SECTION V: ATTACHMENT

Schools by Region with 19 or less national-origin language-minority students eligible for bilingual services.

Region I	
Campbell	3
Doty	1
Edmonson	6
Goldberg	1
Greusel M. S.	8
Spain M. S.	1
Murray-Wright H. S.	1
Northeastern H. S.	15
Total	36

Region II	
Columbian Primary	11
Webber M. S.	2
Total	13

Region III	
Coolidge	4
Dixon	18
Ford	2
Gardner	5
Herman	11
Kosciusko	5
Leslie	5
Mann	3
Marsh	16
McColl	6
McLean	3
Parkman	4
Weatherby	2
Brooks M. S.	3
Total	87

Region IV	
Bethune Primary	2
Burt	1
Cooke	5
Dow	8
Gompers	1
Region 4 Open EL	1

Region IV con't.	
Harding	2
Healy	2
Holcomb	12
Hubert	4
Larned	1
McKenny	9
Newton	6
Winship	3
Yost	5
Cadillac M. S.	1
Emerson M. S.	1
Harding M. S.	5
Ludington M. S.	12
Murphy M. S.	10
Taft M. S.	5
Vetal M. S.	1
Winship M. S.	1
Cooley H. S.	2
Henry Ford H. S.	8
Redford H. S.	11
Total	119

Region V	
Bagley	1
Fox Primary	1
Hampton	1
Schulze	5
Vernor Primary	3
Beaubien M. S.	1
Coffey M. S.	2
Total	14

Region VI	
Atkinson	6
Courville	2
Davison	4
Fleming	7
Grant	9
Lynch	13
Marshall	5
Pierce	17

SECTION V: ATTACHMENT

Schools by Region with 19 or less national-origin language-minority students eligible for bilingual services. (con't.)

Region VI con't.

Pulaski	9
Trix	18
Van Zile	6
White	8
Wilkins	12
Cleveland M. S.	9
Grant M. S.	6
Law M. S.	10
Richard M. S.	2
Von Steuben M. S.	4
Total	147

Region VII

Carleton	12
Clark	3
Goodale	3
Hanstein	5
Hosmer	9
Hutchinson	12
Marquette	4
Marxhausen	1
McGregor	4
Stellwagen	6
Wayne	8
Hamilton M. S.	1
Jackson M. S.	3
Joy M. S.	1
Denby H. S.	3
Finney H. S.	5
Total	80

Region VIII

Chrysler	1
Guyton	2
Howe	2
Ives	4
Monteith	3
Stark	2
Butzel M. S.	2
Total	16

City-Wide Schools

Detroit Day School for the deaf	5
Dow World of Work	1
Leland Orthopedic	2
Metzner Career Center	6
Oakman Orthopedic	5
Poe Trainable Center	4
Washington Careers Center	1
White Orthopedic	1
Cass Technical High School	5
Total	30
GRAND TOTAL OF STUDENTS	542

SECTION VI

BILINGUAL EDUCATION
PROGRAM MODELS

BILINGUAL EDUCATION PROGRAM MODELS

1.0 PROGRAM SERVICES

1.1 The very nature of Detroit Public Schools' diverse language student population necessitates the variety of instructional or curriculum program approaches displayed in this section.

1.2 The curriculum models herein are an attempt at giving schools with national-origin language-minority students eligible for bilingual services some guidance in the selection of the model best suited to meet their particular needs. Some models are presently being implemented in Detroit while others are not. However, they are all sound approaches which, if properly implemented, satisfy the letter of the law. Some are educationally far more reaching than minimal attempts at compliance with the law. They are based on the premise that quality and comprehensive bilingual programming is the best means to meet the educational needs of national-origin language-minority students with limited English language proficiency and poor school achievement.

1.3 For purposes of consistency, and to avoid repetition and overlap, the descriptions of the basic models have been selected from Bilingual Education Program Models for Elementary Schools, San Diego City Schools Bilingual Education Office (October, 1977), models previously developed by the Detroit Department of Bilingual Education, and the Report of the State-Wide Bilingual Education Task Force (Michigan, October, 1978). While implementation of the models, at present, might slightly vary from school to school, in essence, they should achieve the same goals.

1.4 Also taken from the Report of the State-Wide Bilingual Education Task Force were the definitions given of Limited English Proficient (LEP) students. This was done to facilitate easy understanding of how the various models correlated to linguistic variables and proficiency levels of the students.

1.5 Since the description of the models could become very lengthy if they were to define terms such as "bilingual education", "multicultural approach", etc., the reader is referred to a glossary of terms given at the end of the Three-Year Bilingual Plan for said information.

2.0 BASIC PRINCIPLES OF BILINGUAL INSTRUCTIONAL APPROACHES

2.1 Language development is a systematic learning process which proceeds from listening and speaking to reading and writing. Therefore, the following systematic and sequential process is followed in bilingual language development.

2.1.1 Listening and speaking skills are emphasized at the readiness levels in the primary language before reading instruction in the primary language is given.

2.1.2 A firm basis in reading and writing in the primary language is established.

2.1.3 Listening and speaking skills in the second language are gradually developed while reading and writing in the primary language is developed.

2.1.4 Reading in the second language is introduced only after the student achieves competence in listening and speaking skills in the second language.

2.2 Readiness and first levels of reading instruction should not be taught **simultaneously** in the primary and second language.

2.3 For all students enrolled in the bilingual program, reading and conceptual learning in the content areas such as mathematics, science, and social studies should begin first in the primary language. Conceptual learning in the second language should be developed in proportion to the degree of progress in the primary language and oral proficiency in the second language.

2.4 ESL is a necessary component of all bilingual programs. However, it is not sufficient as the only program to meet the needs of students in the proposed levels of relative need. Instruction in bilingual programs should begin with the language strengths the student brings to school.

2.5 Culture is an integral part of all bilingual programs. Within the programs, culture is interpreted both as a subject to be taught and as a medium of communication. The culture of both the English and other-than-English speaking children shall be incorporated into the program.

3.0 OVERALL PROGRAM APPROACH

3.1 The identification, selection, adaptation, and adoption of curriculum models will be done through an integrated procedure which takes into account and is appropriate to:

3.1.1 The needs of the total community

3.1.2 The individual linguistic/academic needs of each student

3.1.3 The educational resources of the Detroit Public Schools

3.1.4 The goals of Bilingual Education as set forth in the Position Statement of the State Board of Education and the mandated stipulations of Michigan's Bilingual Education Law, Public Act 294, 1974

3.1.5 The goals and objectives set forth by the Board of Education of the City of Detroit.

3.2 Instruction in any of the bilingual curriculum models will also facilitate compliance with Detroit Public Schools' Objective Reference Tests (DORT) so as to enable students to make a smooth transition into the second language reading curriculum.

4.0 LANGUAGE CATEGORIZATION SYSTEM

4.1 As previously stated, the language categorization system (LEP categories) described in the Michigan Bilingual Task Force Report cited will be herein adapted to facilitate the use and understanding of the following models. These categories are as follows:

4.1.1 LEP #1: Monolingual in a Language other than English: These children may reasonably be expected to have difficulty. The criteria for LEP #1 at a minimum shall at least include the data from the following sources:

4.1.1a Staff Observations: Here meaning the observations of principal, teacher(s), speech therapist, reading teacher, playground attendants, custodians, etc.

4.1.1b Home Interview: Here meaning a home interview to obtain native language, home and environment data, and felt needs of the parent(s) and/or guardian(s).

4.1.1c Results of a State Board Approved English Language Profiency Exam.

4.1.1d Are parents/guardians monolingual in a language other than English?

4.1.1e Parent's/guardian's perception of the child's ability to function in English.

4.1.2 LEP. #2. Predominant in a Language other than English: These are fluent speakers of another language but speak some English. These children can reasonably be expected to have difficulty. The criteria for LEP #2 at a minimum shall at least include the data from:

4.1.2a Staff Observations: Here meaning the observations of principal, teacher(s), speech therapist, playground attendants, custodian, etc.

4.1.2b Home Interview: Here meaning a home interview to obtain native language, home and environmental data, and felt needs of the parent(s) and/or guardians.

4.1.2c Results of a State Board Approved English Language Proficiency Exam.

4.1.2d Are parents/guardians monolingual in a language other than English?

4.1.2e Parent's/guardian's perception of the child's ability to function in English.

4.1.3 LEP#3: Bilingual: Although speakers of two languages, linguistic factors in these children may restrict their ability to function in English according to national norms. Documented variables relative to achievement or self-expectations of these children may also indicate that they may reasonably be expected to have difficulty. The LEP #3 at a minimum shall at least include the data from:

4.1.3a Staff Observations: Here meaning the observations of principal, teacher(s), speech therapist, reading teacher, playground attendants, custodian, etc.

4.1.3b Home Interview: Here meaning a home interview to obtain native language, home and environmental data, and felt needs of the parent(s) and/or guardian(s).

4.1.3c Results of a State Board Approved English Language Proficiency Exam.

4.1.3d Are parents/guardians monolingual in a language other than English?

4.1.3e Parent's/guardian's perception of the child's ability to function in English.

4.1.3f Data from standardized achievement test to include reading and language subtests.

4.1.3g Data from a state-approved criterion referenced test, if available.

4.1.4 LEP #4: Predominant in English: Linguistic meanings and usage are frequently set in a language other than English. Documented variables relative to achievement of self-expectations may also indicate that these children may reasonably be expected to have difficulty. The criteria for LEP #4 at a minimum shall at least include the data from:

4.1.4a Staff Observations: Here meaning the observations of principal, teacher(s), speech therapist, reading teacher, playground attendants, custodian, etc.

4.1.4b Home Interview: Here meaning a home interview to obtain native language, home and environmental data, and felt needs of the parent(s) and/or guardians.

4.1.4c Results of a State Board Approved English Language Proficiency Exam.

4.1.4d Are parents/guardians monolingual in a language other than English?

4.1.4e Parent's/guardian's perception of the child's ability to function in English.

4.1.4f Data from standardized achievement test to include reading and language subtests.

4.1.4g Data from a state-approved criterion referenced test if available.

4.1.4h Results from a standardized achievement test to include the vocabulary subtests.

4.1.5 LEP #5: Predominant in English: Linguistic factors in the environment restrict the English functions of these children. Documented variables relative to achievement of self-expectations may also indicate that these children may reasonably be expected to have difficulty. The criteria for LEP #5 at a minimum shall at least include the data from:

4.1.5a Staff Observations: Here meaning the observations of principal, teacher(s), speech therapist, reading teacher, playground attendants, custodian, etc.

4.1.5b Home Interview: Here meaning a home interview to obtain native language, home and environmental data, and felt needs of the parent(s) and/or guardian(s).

4.1.5c Results of a State Board Approved English Language Proficiency Exam.

4.1.5d Are parents/guardians monolingual in a language other than English?

4.1.5e Parent's/guardian's perception of the child's ability to function in English.

4.1.5f Data from standardized achievement test to include reading and language subtests.

4.1.5g Data from a state-approved criterion referenced test if available.

4.1.5h Results from a standardized achievement test to include the vocabulary subtest.

4.1.5i Analysis of environmental factors by conference to include appropriate general education staff (principal, teacher(s), etc.); bilingual staff (coordinator, teacher, paraprofessional, etc.); allied services staff (special education psychologist, social workers, etc.); and parent(s)/guardian(s): Here meaning that such environmental factors must be declared and documented by a group consensus.

5.0 OVERVIEW OF BILINGUAL/MULTICULTURAL EDUCATION CURRICULUM MODELS

5.1 The Curriculum Models section (Page 47 to 69) begins with a series of Instructional Delivery Systems Guides (K-3, 4-6, 7-9, 10-12) which summarize the instructional services/content recommended for eligible Limited English Proficiency students. Students not eligible for bilingual services but who could benefit from such services may be included if space and staffing permit. These non-eligible students, because of the particular classroom model or programming, may receive services, although they are not eligible and therefore will not be part of the evaluation and assessment of the program.

5.2 The section entitled "Bilingual/Multicultural Education Program Models for Elementary Schools" (pages 47 to 48) provides general guidelines for the selection of appropriate instructional delivery systems based on the varying enrollment patterns which typify the district's diffuse and diverse linguistic minority populations.

5.3 Basically, four Curriculum Models are considered for implementation at the K-5 level: Team Teaching, (pages 55 to 56), Self-contained, (pages 57 to 61), Bilingual/Multicultural Instruction Center (pages 62 to 63). Each model specifically outlines classroom organization and scheduling of the instructional day while offering optional approaches to suit the needs of the LEP students and the Local Education Agency.

5.4 The Middle and High School Curriculum Models (pages 64 to 65) are variations on the block schedule approach with specific recommendations for the development of the Multicultural and Survival/Coping Skills (Life Roles Competencies and Intensive Study Skills Development)components.

SECTION VI: PROGRAM MODELS

6.0 CURRICULUM MODELS

6.1 Instructional Delivery Systems Guide for Bilingual Education

(According to Entry Compentency Level)

GRADES K - 3

LEVEL OF PROFICIENCY IN ENGLISH LANGUAGE	*MONOLINGUAL IN LANGUAGE OTHER THAN ENGLISH LEP #1	PREDOMINANT IN LANGUAGE OTHER THAN ENGLISH LEP #2	BILINGUAL LEP #3	PREDOMINANT IN ENGLISH (LINGUISTIC FACTORS) LEP #4	PREDOMINANT IN ENGLISH (ENVIRONMENTAL FACTORS) LEP #5
AT GRADE LEVEL	a) ESL (Oral b) Readiness and Development in the Primary Language c) Primary Language d) Multicultural Activities	a) ESL (Oral and Beginning Reading b) Readiness and Reading in Primary Language c) Multicultural Activities		a) Reading in English b) Maintenance & Enrichment Reading in Primary Language c) Bilingual and English Content d) Multicultural Activities	
BELOW GRADE LEVEL	a) ESL b) Intensive Readiness and Development in the Primary Language c) Primary Language Content Area d) Multicultural Activities	a) ESL (Oral) and ESL II (Oral and Language Experience Reading) b) Intensive Readiness and Reading Development in the Primary Language c) Primary Language Content d) Multicultural Activities	a) ESL (Intensive Oral and Language Experience Activities) b) Readiness and Reading Development in the English Language c) Primary Language Content d) Multicultural Activities	a) Intensive Oral English Language Development-Language Experience b) Intensive Readiness & Reading Development in the Primary Language c) Bilingual Content d) Multicultural Activities	a) Oral Language Development of English/Primary Language b) Readiness & Reading Development in English Language c) Multicultural Activities

*Refer to Descriptions of LEP designations #1-#5.

6.0

CURRICULUM MODELS

6.2

Instructional Delivery Systems Guide for Bilingual Education

(According to Entry Competency Level)

GRADES 4 - 5 - 6

LEVEL OF PROFICIENCY IN ENGLISH LANGUAGE	MONOLINGUAL IN LANGUAGE OTHER THAN ENGLISH LEP #1	PREDOMINANT IN LANGUAGE OTHER THAN ENGLISH LEP #2	BILINGUAL LEP #3	PREDOMINANT IN ENGLISH (LINGUISTIC FACTORS) LEP #4	PREDOMINANT IN ENGLISH (ENVIRONMENTAL FACTORS) LEP #5
AT GRADE LEVEL	a) ESL (Oral and language Experience Reading b) Enrichment Reading in Primary language c) Bilingual or Primary Language Content d) Multicultural Activities	a) ESL II (Oral Reading) b) Enrichment Reading in Primary Language c) Bilingual or Primary Language-Subject Content Area d) Multicultural Activities	a) Enrichment Reading in Primary Language b) Bilingual or Primary Language Subject Content Areas c) Multicultural Activities	a) Reading in English b) Enrichment Reading in Primary Language c) Bilingual/English Content d) Multicultural Activities	a) Reading/Subject Content English b) Enrichment Reading in Primary/Second Language c) Multicultural Activities
1 YEAR BELOW GRADE LEVEL	a) ESL (Oral) b) Basic Skills in Primary Language c) Primary Language Content d) Multicultural Activities	a) ESL (Oral Level I and Reading Level II) b) Basic Skills in Primary Language c) Primary Language Content d) Multicultural Activities	a) Basic Skills in English (Communication Skills) b) Basic Skills in Primary Language c) Bilingual Content d) Multicultural Activities	a) Basic Skills in English b) Basic Skills in Primary Language c) Bilingual or English Content d) Multicultural Activities	a) Oral Language Development in English Primary Language b) Readiness & Reading Development in the English Language c) Bilingual academic/content d) Multicultural Activities
2 OR MORE YEARS BELOW GRADE LEVEL	a) ESL (Oral) b) Primary Language c) Primary Language Content d) Multicultural Activities	a) ESL (Oral) b) Primary Language c) Primary Language Content d) Multicultural Activities	Design an Individual Program of Intensive Oral English Development (Tutoring, Reading Lab, etc.) Multicultural Activities	Design an Individual Program (Tutoring Reading Lab, etc.) Include Intensive Basic Skills Development in English and the Primary Language	

NOTE: Mastery of Primary Language Reading Skills and Oral Proficiency in English must precede reading in English

SECTION VI: PROGRAM MODELS

6.0 CURRICULUM MODELS

6.3 Instructional Delivery Systems Guide for Bilingual Education

(According to Entry Competency Level)

GRADES 7 - 8 - 9

LEVEL OF PROFICIENCY IN ENGLISH LANGUAGE	MONOLINGUAL IN LANGUAGE OTHER THAN ENGLISH LEP #1	PREDOMINANT IN LANGUAGE OTHER THAN ENGLISH LEP #2	BILINGUAL LEP #3	PREDOMINANT IN ENGLISH (LINGUISTIC FACTORS) LEP #4	PREDOMINANT IN ENGLISH (ENVIRONMENTAL FACTORS) LEP #5
AT GRADE LEVEL	a) ESL (Oral) Language Experience and Reading b) Primary Language Literacy c) Content - Bilingual d) Multicultural Education	a) ESL (Oral) and/or Reading b) Primary Language Literacy c) Content - Bilingual d) Multicultural Education		a) Reading in English b) Primary Language Literacy c) Content Area: Bilingual d) Multicultural Education	Multicultural Education
ONE YEAR BELOW GRADE LEVEL	a) ESL (Oral Language Development b) Development of Primary Language Literacy c) Primary and Bilingual Content d) Multicultural Education	a) ESL (Oral and Reading b) Basic Skills in Primary and Second Language c) Content: Bilingual d) Multicultural Education	a) Development of Basic Skills in Dominant Language b) Development of Content in Dominant Language c) Formal ESL d) Multicultural Education	a) Basic Skills in English and Primary Language b) Content Area: Bilingual c) Multicultural Education	a) Self-Conceptive Development through Positive Identification with Cultural Heritage b) Development of a Dominant Language Skill c) Development of Academic/Content Area Skills:Bilingual d) Primary Language Development
TWO OR MORE YEARS BELOW GRADE LEVEL	a) ESL Oral b) Primary Language c) Content Area Development in Primary Language d) Multicultural Activities	a) ESL Oral b) Basic Skills Development in Primary Language c) Primary and Bilingual Content Area Development d) Multicultural Activities	Individualized Program of Intensive Development in Dominant Language Individualized Content Area Development Multicultural Activities	a) Individualized Program of Intensive Language Development b) Content Area Development Bilingual Multicultural Activities	a) Self-Concept Development via Positive Identification with Cultural Heritage b) Intensive Development of Dominant Language Skills c) Intensive Development of Academic/Content Area Skills through Individualized bilingual instruction

The law does not address these areas; however, the committee recommends inclusion to maximize the delivery of full education benefit via multicultural/global education goals.

6.0 CURRICULUM MODELS

6.4 Instructional Delivery Systems Guide for Bilingual Education

(According to Entry Competency Level)

GRADES 10 - 11 - 12

LEVEL OF PROFICIENCY IN ENGLISH LANGUAGE	LEP #1	LEP #2	BILINGUAL LEP #3	PREDOMINANT IN ENGLISH (LINGUISTIC FACTORS) LEP #4	PREDOMINANT IN ENGLISH (ENVIRONMENT FACTORS) LEP #5
AT GRADE LEVEL	a) ESL Oral Language Communication Skills b) Teaching Subject Content in Dominant Language c) Survival Skills (Life Roles Competencies) d) Multicultural Course(s)	a) ESL Oral Language Communication Skills b) Subject-Content Area Teaching in Dominant Language c) Survival Skills (Life Roles Competencies) d) Multicultural Course(s)	a) ESL Oral Language/ Communication Skills (Oral & Written) b) Subject/Content Area Teaching Bilingually c) Survival Skills/Roles Competencies d) Multicultural Course(s)	Counsel Students to Elect Courses Relevant to Linguistic/Cultural Heritage Multicultural Course(s)	(Counsel students to elect courses relevant to linguistic and cultural heritage)
ONE YEAR BELOW GRADE LEVEL	a) ESL Oral Language/Communication Skills/ Intensive b) Subject Content Supplementary Teaching in Dominant Language c) Survival Skills d) Multicultural Course(s)	a) Intensive English Language/Communication Skills Development b) Subject-Content Supplementary Teaching in Dominant Language c) Survival Skills (Life Roles Competencies d) Multicultural Ed.	a) ESL Oral & Written Language b) Subject Content Area Supplementary Teaching in Dominant Language c) Survival Skills Intensive Study Skills d) Multicultural Course(s)	a) Bil. Intensive Basic Skills Development in Dominant Language b) Subject Content Area Supplementary Teaching c) Intensive Study Skills Development d) Multicultural Course	a) Bil. Intensive Oral and Written Communication Development English b) Study Skills Development c) Multicultural Course(s)
TWO OR MORE YEARS BELOW GRADE LEVEL	a) Intensive ESL Oral Language/Communication Skills Development b) Subject Content - Dominant Language c) Orientation to School Life and U.S. Society	a) Intensive English Language/Communication Skills Development b) Orientation to School Life/U.S. Society c) Subject/Content Area(s) Supplementary Teaching d) Multicultural Course(s)	a) Intensive English Language Communication Skills Development b) Orientation to School Life/U.S. Society c) Subject/Content Area(s) Supplementary Teach. d) Multicultural Course(s)	a) Bil. Intensive Basic Skills Development in Dominant Language b) Subject/Content Areas Supplementary Teaching c) Multicultural Courses (elective) d) Multicultural Course(s)(elective)	a) Bil. Intensive Skills Development b) Intensive Studies Skills Development c) Subject Content Areas Supplementary Teaching d) Multicultural Course(s)(elective)

SECTION VI: PROGRAM MODELS

7.0 BILINGUAL EDUCATION PROGRAM MODELS FOR ELEMENTARY SCHOOLS

7.1 The program models for bilingual education which follow have been structured for elementary schools with varying enrollment patterns. Each individual school must assess the needs of non- and limited-English proficiency students in terms of numbers, and on an individual basis to determine language dominance and proficiency in order to select program design and models appropriate for each site.

7.2 After a site has determined the numbers and types of students eligible for services, the following chart should provide a basis for program planning:

	NON- AND LIMITED-ENGLISH PROFICIENCY STUDENTS AT EACH SCHOOL OR IN A CLASSROOM	PROGRAM MODEL ORGANIZATION
7.2.1	10 or more non-English speaking or 15 or more non- and limited-English proficiency students of the same grade level or existing multigrade level.	I. Team teaching A. Learning Centers B. Differentiated staffing C. Peer teaching D. Exchange E. Preview Review Method II. Self-contained classroom A. Teacher and aide B. Learning centers C. Large group/Lecture D. Individualized instruction E. Preview Review Method
7.2.2	1-9 non- and/or limited-English proficiency students of the same primary language in any grade or existing multigrade level.	I. Team teaching (see above) II. Self-contained (see above) III. Resource Room, (Bilingual/Multicultural or Multilingual/Multicultural) A. Lab approach B. Small group C. Learning centers D. Supplementary instruction

7.3 Curriculum Model I: Team Teaching

True bilingual/multicultural education is best achieved by this model which develops the primary language and culture, while introducing and developing the second language. Both English and non-English speaking children receive instruction in their primary language as they gradually learn the second language and culture.

This model requires the participation of approximately 30 non- or limited-English speaking children of a common language and an approximately equal number of English-speaking children. The groups are brought together in a single or multigrade team teaching situation.

This model uses the preview-review method (see page) and differentiated staffing. The use of learning centers and peer teaching are additional options.

7.3.1 Organization of Team Teaching Curriculum Model:

7.3.1a Students: Approximately 30 fluent English-Speaking students and 30 limited and non-English speaking students with a common primary language form a 60 student single or multigrade team.

7.3.1b Staff: One monolingual English-speaking teacher; one bilingual teacher, two bilingual aides are recommended.

7.3.1c Facilities: Two adjacent classrooms.

7.3.1d Scheduling of the Instructional Day: Students experience three learning situations daily--primary language and second language instruction, and instruction in mixed groups in alternating languages (see 7.3.3). The amount of time spent in each situation varies according to the student's age and grade level. A sample time schedule for a typical first grade class day using the Team Teaching model can be found in 7.3.4.

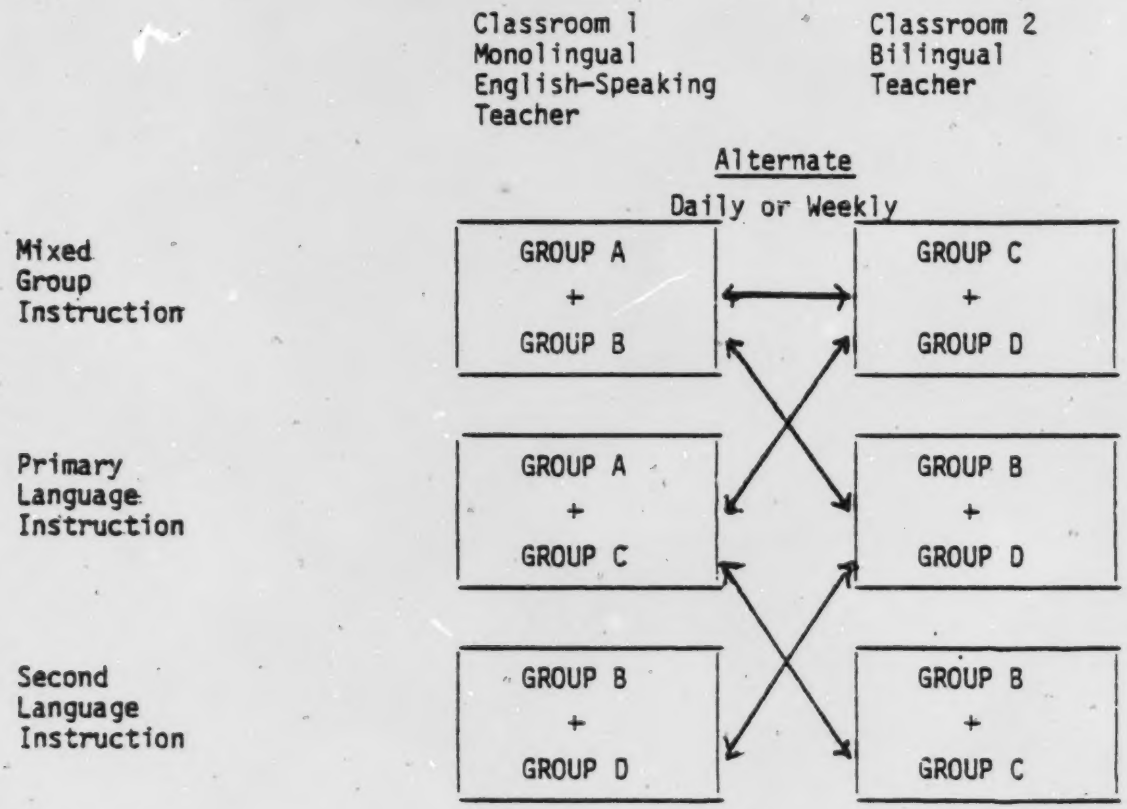
7.3.2 Classroom Alternatives:

7.3.2a Situation 1 - Mixed Group Instruction: Mixed groups receive instruction in either English or primary language. These mixed groups alternate between the monolingual English and the bilingual teacher daily or weekly for selected areas of instruction.

7.3.2b Situation 2 - Primary Language Instruction: All fluent English speaking and non- and limited-English Proficiency students received instruction in appropriate subject areas in their primary language.

7.3.2c Situation 3 - Second Language Instruction: All fluent English-speaking and non- and limited-English proficiency students receive instruction in appropriate subject areas in their second language.

7.3.3 Curriculum Model I: Team Teaching Schedule Diagram:



GROUP A = 15 fluent English-speaking students.

GROUP B = 15 non- and limited-English proficiency students.

GROUP C = 15 fluent English-speaking students.

GROUP D = 15 non- and limited-English proficiency students.

7.3.4 Curriculum Model I: Team Teaching:

Sample Time Schedule

First Grade

8:30 - 8:45	Pledge and Roll	Mixed
8:45 - 10:30	Reading, Spelling, Handwriting, Learning Centers	Primary Language
10:30 - 10:45	Recess	Mixed
10:45 - 11:45	ESL, SSL, Social Studies, Science Block. . .	See note
11:45 - 12:30	Lunch and recess	Mixed
12:30 - 1:10	Math	Primary Language
1:10 - 1:40	Literature, Drama, Poetry	Mixed**
1:40 - 2:00	Physical Education	Mixed
2:00 - 2:30	Music and Art	Mixed*
2:20 - 2:25	Evaluation	Mixed
2:25 - 2:30	Ready for Dismissal	Mixed
2:30	Dismissal	Mixed

Mixed

30 children grouped together; 15 whose primary language is English and 15 whose primary language is Spanish.

Instruction in primary Language. Grouped by primary language.

Instruction in second language. Grouped by second language.

*Alternate Language by day.

**Some instruction conducted in mixed groups with the language alternating daily, using the preview-review method (see page).

Note: ESL, SSL, Social Studies/Science time blocks may be combined since it is often advantageous to teach a second language in conjunction with content areas. Information related to social studies and science can be taught and/or reviewed using ESL/SSL methods. Also, multicultural information and activities should be considered an integral component of social studies and may be integrated with the teaching of the second language.

SECTION VI: PROGRAM MODELS

7.3.5 Curriculum Model I: Team Teaching:

Instructional Program Language Balance Chart

This chart should be used as a continuum; a student may begin at any level, depending on proficiency in the primary and second language.*

Time in Program*	0 - 6 months	6 months to 1 year	1 to 2 years	2 to 3 years	3 to 4 years	4 or more years
Grade Level	K	1	2	3	4	5
Primary Language Instruction	Readiness Math Science Social Studies	Reading Language Arts Math Science Social Studies	Reading Language Arts Math Science Social Studies	Reading Language Arts Math Science Social Studies	Reading Language Arts	Reading Language Arts
Second Language Instruction	Listening Speaking	Listening Speaking	Listening Speaking Reading* Writing*	Listening Speaking Reading* Writing*	Listening Speaking Reading* Writing*	Listening Speaking Reading* Writing*
Concept Development** (Mixed Groups)	P.E. Art Music Opening Sharing	P.E. Art Music Opening Sharing	P.E. Art Music Opening Sharing Science Math	P.E. Art Music Science Math	P.E. Art Music Science Math Social Studies	P.E. Art Music Science Math Social Studies

*Reading and Writing Skills should not begin until a pupil has been given listening and speaking skills development in the 2nd language for 6 months - 1 year.

**Alternated daily or weekly.

7.3.6 Curriculum Model I: Team Teaching:

7.3.6a Division of Instructional Time in Each Language: Successful teaching models researched and conducted by school districts have shown that students in a full bilingual multicultural program become progressively more able to master instruction in the second language. Ideally, a systematic development of both the primary and second language begins with 10% of the instruction in kindergarten or zero and progresses to a 50/50 ratio of primary language/second language instruction by grade 5 or 4 or more years of program involvement.

DIVISION OF INSTRUCTIONAL TIME

Time in Program	Grade Level	Percent of Instructional Time	
		First Language	Second Language
0 to 6 mos.	K	80% (First 2 or 3 months may be 90 to 10% ratio)	20%
6 mos. to 1 yr.	1	75	25
1 to 2 yrs.	2	70	30
2 to 3 yrs.	3	65	35
3 - 4 yrs.	4	60	40
4 or more yrs.	5	50	50

7.3.6b Division of Subject Area Instruction in Each Language: In the daily instructional program, the subject content area of each grouping changes from grade level to grade level. Mixed group instruction in kindergarten is conducted alternately in English by the monolingual English teacher and in the first language by the bilingual teacher. This instruction may be limited to opening, sharing, music, art and physical education. While science and social studies are taught in the students' primary language, some instruction can be conducted in mixed groups with the language alternating daily; gradually, all concept area instruction is conducted in mixed groups with the language alternating weekly or even monthly. This always depends on the second language proficiencies of the student involved.

7.4 Curriculum Model II: Self-Contained Classroom (Teacher and Aide):

This model is designed for schools with 10 to 15 non and/or limited English proficiency students of the same primary language in the same grade or in an existing multigrade situation of no more than three levels. This model is appropriate for schools that wish to adopt a sequential bilingual program, but do not have enough students for the two full classes required for the Team Teaching model. (e.g., a school may have 10-15 non and/or limited English proficiency students for one first grade class. This is not enough for the full Team Teaching model, which requires 20-30 non and/or limited English proficiency students.) The Self-Contained Teaching Model also works for schools where teachers are unable to team for the entire day.

The Self-Contained Model keeps the two languages separate, but not to the extent that the Team Teaching Model separates languages. Students are given an opportunity to develop competencies in both the first and second languages. The involvement of a monolingual English-speaking teacher and a bilingual teacher aide in the program provides students with the opportunity to emulate the language and culture of both teachers.

7.4.1 Organization of Self-Contained Classroom Curriculum Model:

7.4.1a Students: Approximately 30 students are grouped together in a single or multi-grade class under the supervision of a bilingual teacher and aide. The distribution of non and/or limited English proficiency students to fluent English-speaking students is, 60%-40%, or 50%-50%. The 30 students in the exchange class of the monolingual English teacher are all fluent English-speaking.

7.4.1b Staff: Option 1. Full-time bilingual classroom teacher with a full-time bilingual aide,

Option 2. Full-time monolingual English-speaking classroom teacher, full-time bilingual aide, and half-time services of an endorsed or state-approved bilingual teacher.

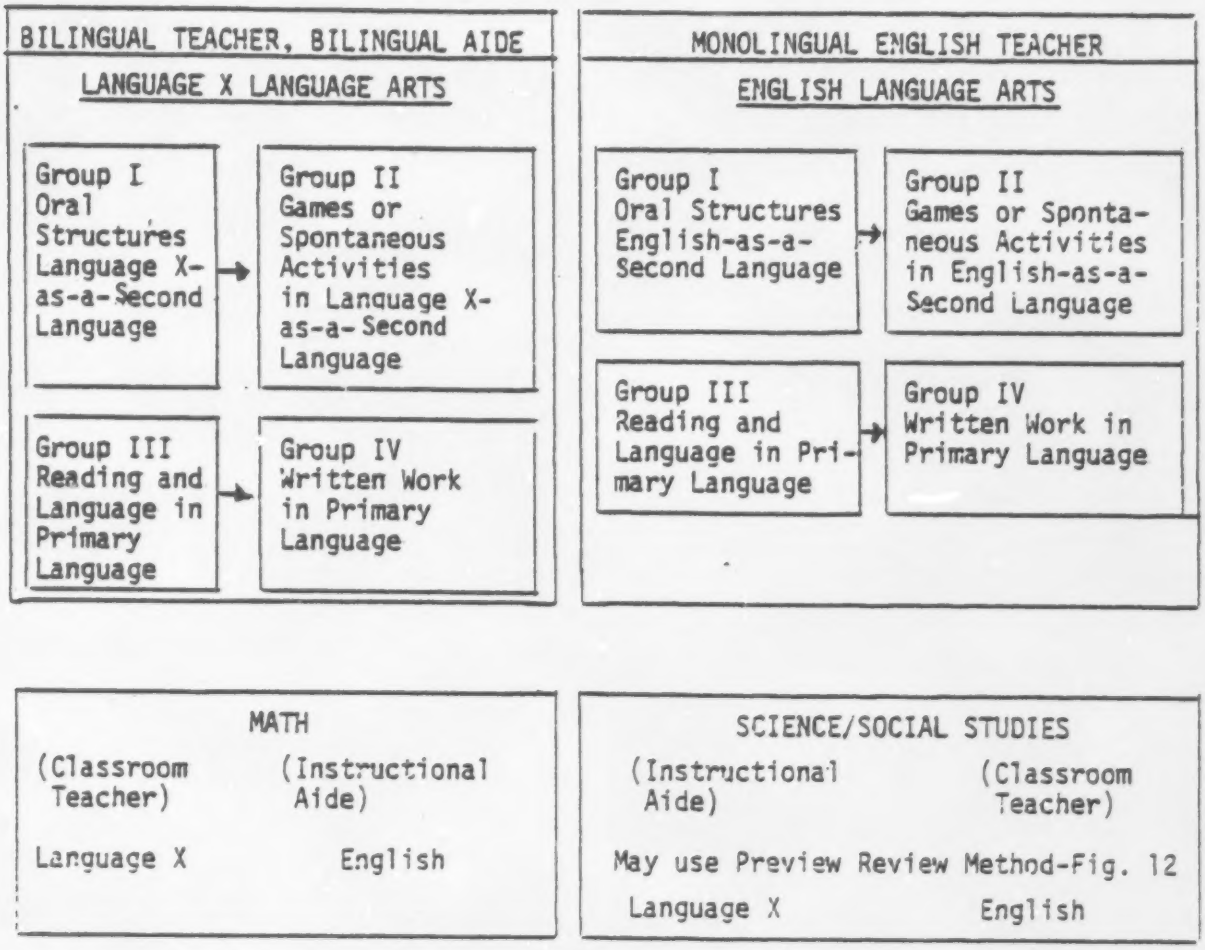
7.4.1c Facilities: A self-contained classroom.

7.4.1d Scheduling of Instructional Day: The bilingual class remains with the classroom teacher and aide for the entire school day. The certified bilingual teacher must be available during the language arts block to do the teaching in language X.

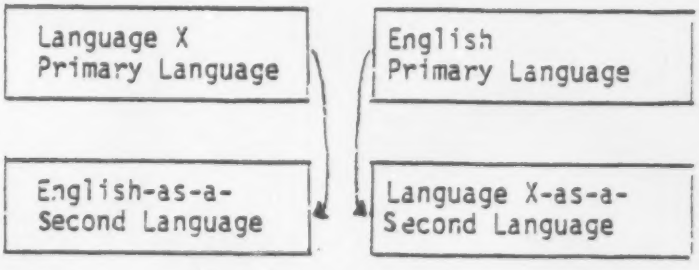
7.4.2 Curriculum Model II: Self Contained Classroom:

Schedule Diagram

This diagram illustrates the movement of student groups within daily scheduled time blocks.


BILINGUAL TEACHER, BILINGUAL AIDE
LANGUAGE X LANGUAGE ARTS
Group I Oral Structures Language X-as-a-Second Language
Group II Games or Spontaneous Activities in Language X-as-a-Second Language
Group III Reading and Language in Primary Language
Group IV Written Work in Primary Language
MONOLINGUAL ENGLISH TEACHER
ENGLISH LANGUAGE ARTS
Group I Oral Structures English-as-a-Second Language
Group II Games or Spontaneous Activities in English-as-a-Second Language
Group III Reading and Language in Primary Language
Group IV Written Work in Primary Language
MATH
(Classroom Teacher)
(Instructional Aide)
Language X
English
SCIENCE/SOCIAL STUDIES
(Instructional Aide)
(Classroom Teacher)
May use Preview Review Method-Fig. 12
Language X
English

In order to begin concept development (Math, Science, etc.) in the Second Language, the following grouping will be introduced gradually:



7.4.3 Curriculum Model II: Self-Contained Classroom:

Sample Time Schedule

Grades 2 and 3

8:30 - 8:45	Opening	Mixed group, Alternate language
8:45 - 9:45	Language Arts, (see Figure 6)	
9:45 - 10:00	Recess	Mixed group
10:00 - 11:00	Language Arts (see Figure 6).	
11:00 - 11:30	Music	Mixed group
11:30 - 12:20	Lunch, Recess	Mixed group
12:20 - 1:10	Math	Mixed group
1:10 - 1:40	P.E.	Mixed group
1:40 - 2:25	Social Studies, Science (May use Preview-Review Method - Figure 12). .	Mixed group
2:30	Dismissal	

7.4.4 Curriculum Model II: Self-Contained Classroom:

Division of Instructional Time

In a bilingual program, the time given the second language becomes progressively greater at each grade level. The following chart applies equally to non- and limited-English proficiency students and to English-speaking students who progress through a bilingual program from kindergarten through grade 6. For students entering the program after grade 1, refer to "Time in Program" column for percent of instructional time in first and second language.

DIVISION OF INSTRUCTIONAL TIME

Grade Level	Time in Program	Percent of Instructional Time	
		First Language	Second Language
K	0 to 6 mos.	80% (first two or three months may be 90%-10%)	20%
1	6 mos. to 1 yr.	75	25
2	C	70	30
3	D	65	35
4	E	60	40
5	F	50	50

Gradually, concept development in subject areas (science, social studies, etc.) in the second language is introduced. After initial concepts are taught in the student's primary language, some instruction can be conducted in mixed groups with the language alternating daily; eventually, all concept area instruction is conducted in mixed groups with the language alternating weekly or even monthly. This always depends on the proficiencies of the students involved. The following chart illustrates how subject area instruction becomes bilingual by grade 5, while instruction in the language arts continues to reinforce both the first and the second language.

7.4.5 Curriculum Model II: Self-Contained Classroom:

Instructional Program Language Balance Chart:

This chart should be used as a continuum; a student may begin at any level, depending on proficiency in the primary and second language.

Time in program	0 - 6 mos.	6 mos. - 1 yr.	1 - 2 yrs.	2 - 3 yrs.	3 - 4 yrs.	4 or more yrs.
Grade level	K	1	2	3	4	5
First Language	Readiness Math Science Social Studies	Reading Language Arts Math Science Social Studies	Reading Language Arts Math Science Social Studies	Reading Language Arts Math Science Social Studies	Reading Language Arts	Reading Language Arts
Second Language Instruction	Listening Speaking	Listening Speaking	Listening Speaking *Reading	Listening Speaking *Reading *Writing	Listening Speaking *Reading *Writing	Listening Speaking *Reading *Writing
Concept Development** (Mixed Groups)	P.E. Art Music Opening Sharing	P.E. Art Music Opening Sharing Science Math	P.E. Art Music Opening Sharing Science	P.E. Art Music Science Math	P.E. Art Music Science Math Social Studies	P.E. Art Music Science Math Social Studies

*Reading and writing skills should not begin until a pupil has been given listening and speaking skills development in the second language for 6 months to 1 year.

**Alternated daily or weekly.

7.5 Curriculum Model III: Bilingual Resource Room:

This model is designed for sites with large numbers of eligible students or with only 1 - 9 non- and/or limited-English proficient students in any one primary language where there may or may not be bilingual staff in the necessary languages. This model establishes a resource room for pull-out instruction in the students' first language and E.S.L.

7.5.1 Organization of Bilingual Resource Room:

7.5.1a Students: 1-9 non- and/or limited-English proficient students per first language at the K - 1 level, or

1-9 non- and/or limited-English proficient students per first language at the 2 - 3 level, or

1-9 non- and/or limited-English proficient students per first language at the 4 - 5 level.

7.5.1b Staff: Where there are on-site bilingual personnel (e.g. media center staff, classroom teachers, reading teachers), schedules should be arranged to provide first language instruction for non- and limited-English proficiency students. Supplementary instruction may be provided by a bilingual aide.

Only if no on-site personnel are available, traveling bilingual personnel will provide primary language instruction to non- and limited-English proficient students. Any team of bilingual personnel providing primary language instruction must include at least one certificated staff member to plan lessons, assign materials and supervise all instruction.

7.5.1c Facility: A separate regular classroom should be allocated for a resource room, which may house (1) language lab, (2) cultural displays and (3) learning center.

7.5.1d Scheduling of the Instructional Day: Non- and limited-English proficient students attend daily classes in their primary language and/or E.S.L.

The age and grade level of the student will determine the amount of time scheduled. There must be coordination between classroom teachers and the bilingual personnel in scheduling activities; at least 20 minutes per week should be provided in classroom teachers' schedules for planning with bilingual personnel.

7.5.2 Curriculum:

Readiness, reading, language arts and math instruction will be offered by the bilingual staff. The classroom teacher may teach E.S.L. as described in the following chart. The certified bilingual staff will plan with regular classroom teachers to implement bilingual/multicultural lessons and/or units in the regular classrooms in the building.

7.5.2a Curriculum Model III: Bilingual Resource Room:

Division of Subject Area Instruction

Grade	Classroom Teacher	Bilingual Staff in Resource Center
K-5	Regular Program in English and may teach E.S.L.	Bilingual units in regular classroom. Readiness, reading, language arts, math, in the primary Language(s) and may teach E.S.L.

7.6 Curriculum Model IV: Multilingual/Multicultural Instruction Center:

This model is designed for sites with several language groups of 4 or fewer non- and/or limited-English proficient students in each group. Such sites may utilize the services and facilities of a designated Multilingual Instructional Center outside their neighborhood attendance areas. These Multilingual Instructional Centers will be set up within given geographical areas or intermediate school districts. (This model can be expanded to include grades 6, 7, and 8.)

7.6.1 Organization of Multilingual/Multicultural Instruction Center:

7.6.1a Students: Sites will send to the center varying numbers of students from different language groups.

7.6.1b Staff: Each center will be supervised by a certificated bilingual person and staffed by certificated bilingual teachers and/or bilingual instructional aides, other bilingual staff (e.g. media staff, reading teachers, etc.), and/or volunteers.

7.6.1c Facilities: A classroom or classrooms shall be provided to accommodate the numbers of students and numbers of languages.

7.6.1d Scheduling of the Instructional Day: Non-and limited-English proficiency students will attend this center for a time not to exceed 50% of regular school week (recommended minimum, 25% of regular school week).

7.6.2 Curriculum:

Non- and limited-English proficient students from different sites will gather at the Multilingual Instructional Centers for first language and E.S.L. instruction.

Division of Instruction at Multilingual Centers

E.S.L.		Approximately 30 minutes	All students
Readiness and Reading	in first languages	Approximately 30 minutes	In groups according to first language
Math		Approximately 30 minutes	
Language Arts		Approximately 30 minutes	

8.0 PROGRAM MODELS FOR MIDDLE AND HIGH SCHOOLS: BILINGUAL/MULTICULTURAL EDUCATION CORE CURRICULUM (BMECC)

The BMECC functions equally well at the middle and high school levels with bilingual or multilingual student populations. Additionally, this model allows for progressive expansion in adding bilingual subject content areas (staff permitting).

8.1 In general, the Core Curriculum consists of five components:

8.1.1 Instruction in language other than English.

8.1.2 Supplementary bilingual teaching in subject content areas.

8.1.3 High Intensity Language Training (HILT)/E.S.L.

8.1.4 Survival skills (Life Roles Competencies and Intensive Studies Skills Development)

8.1.5 Multicultural Awareness

8.2 A 4 day per week 1-1/2 to 2 hour block of time is employed so that students may derive maximum benefit on a continuous, consistent basis. As a final observation, the Bilingual/Multicultural Core Curriculum (credited toward fulfillment of grade completion/graduation) allows opportunity for guidance and counseling and career exploration.

8.3 Organization of BMECC

8.3.1 Students: 22-30 LEP students programmed into a multigrade course

8.3.2 Staff: One Bilingual/E.S.L. Teacher or E.S.L. Teacher and Bilingual Paraprofessional(s) or Teaching Team consisting of (1) Bilingual Teacher or Parapro; (2) Social Studies Teacher (for Multicultural Component) may be bilingual or can team Monolingual Teacher with Bilingual Paraprofessional); (3) Monolingual or Bilingual Counselor (teamed with Bilingual Paraprofessional) for Survival Skills Component.

8.3.3 Facilities: One regular classroom; learning centers room organization is recommended with certain areas designated for individualized study and/or counseling.

8.3.4 Scheduling of Instructional Day: Students receive 2 periods of instruction on a daily (or 4-day) basis consisting of

8.3.4a Supplementary Bilingual Instruction in subject/content areas; e.g., mathematics, science, history)

8.3.4b English Language Development (Bilingual/E.S.L.)

8.3.4c Survival Skills: Life Roles Competencies/ Intensive Study Skills Development

8.3.4d Multicultural Awareness

Sample scheduling approaches are presented in the following charts.

8.4 Models for BMECC

8.4.1 This sample time schedule of the BMECC illustrates a suggested division of time only. The prescribed time allotment for accreditation purposes (if any or all the components are to be "credit-bearing", as recommended) and for individual schools/students' needs must be taken into consideration. Subsequent variations on the basic framework attempt to illustrate programming designed to service students of varying levels of need. This model is recommended for students of categories #1 and #2.

SECTION VI: PROGRAM MODELS

Allotted Time in Minutes	MON.	TUES.	WED.	THURS.	FRI.
0-20	Group/Individualized Bilingual Instruction in Language other than English				
20-40	Life Role Competencies	Study Skills Development	Life Role Competencies	Study Skills	Resource Time (individualized)
40-80	English as a Second Language-High Intensity Language Training				
80-110	Multicultural Awareness				

Per Week (one a 5-day basis)

(1) 100 minutes (or 150 minutes) - Supplementary Teaching
100 minutes - Life Role Competenices/Study Skills
200 minutes - High Intensity Language Training/E.S.L.
300 minutes - Multicultural Awareness

8.4.2 BMECC taught on a 4-day basis allowing the 5th day (which could "float") for bilingual instruction in subject content areas (Mathematics, Sciences, History).

Alloted Time in Minutes	MON.	TUES.	WED.	THURS.	FRI.
0-20	Life Roles/Intensive Competencies/Study Skills				Subject Content Area
20-40	Group Individualized Instruction		Subject Content Area	Group Individualized Instruction	
40-80	High Intensity Language Training/ ESL	Subject Content Area	High Intensity Language Training ESL	Subject Content Area	High Intensity Language Training
80-110	Subject Content Area		Multicultural Awareness		

Floating period for bilingual subject/content instructions.

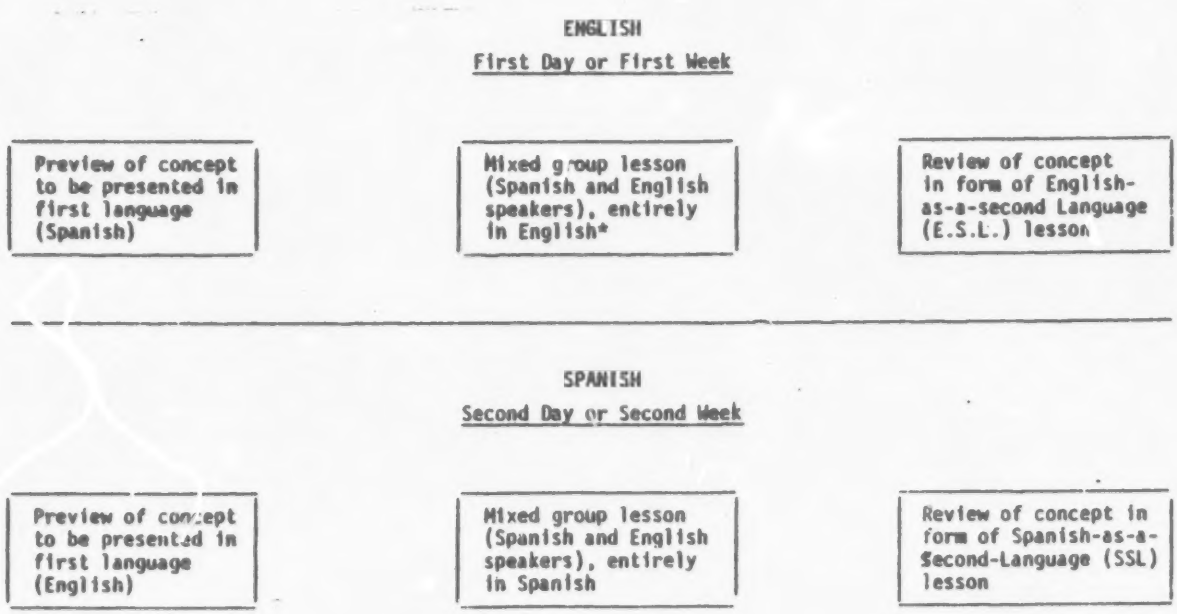
8.4.3 Secondary Level Bilingual/Multicultural Core Curriculum with Enrichment Option:

Given the diversity of student needs, enrollment patterns and resources, the Bilingual/Multicultural Education Core Curriculum combined with an enrichment option is, perhaps, the most practical scheduling alternative. The BMECC combined with the Enrichment option provides the required services to "high need" L.E.P. students of categories #1, #2, #3 while allowing participation on an elective basis to predominant English (LEP #4, #5) and English-speaking students. This approach focuses on the delivery of bilingual services to the high needs students (LEP #1, #2, #3) in the first 55 minutes of the block time period, recommended content includes E.S.L. and survival skills. The second 55 minute segment would be open to LEP students #4, #5 and English-speaking students for primary language and second language literacy, multicultural awareness, and possibly peer instruction in supplementary subject areas. This approach is mutually beneficial insofar as the LEP students #1, #2, #3 would receive reinforcement in the primary language while LEP students #4 and #5 and English-speaking students would gain proficiency in the home or second language. The multicultural awareness component would be <u>most</u> effectively presented during this enrichment component of the time block (second half). Peer teaching strategies might be effectively employed in the segment as outlined in the following chart.

Alloted Time in Minutes	MON.	TUES.	WED.	THURS.	FRI.
0-30	E.S.L.	Multi-cultural Awareness	Life Role Competencies Study Skills	E.S.L. Subject Content Area Supplementary Teaching	Life Role Competencies Study Skills
20-55	Multicultural Awareness			E.S.L.	E.S.L.
55-110	Primary Language Literacy (and/or Bilingual Subject Content Area). L.E.P. #4, #5 students and English-speaking Monolinguals may elect this module of the block time period with L.E.P. #1, #2, #3 remaining throughout.				

9.0 THE ALTERNATE LANGUAGE EXCHANGE METHOD

The preview-review strategy is useful in teaching subject area content to classes which have limited- andproficient English-speaking students. Languages are alternated by day or week. The concept is previewed in the first language, the lesson is conducted in the language of the day (week) to a mixed group, and then the concept is reviewed as a second language. By way of example, the diagram below illustrates the preview-review strategy used to teach Spanish and English. This strategy is also adaptable to grades 6, 7, and 8, schedule and resources permitting.


ENGLISH
First Day or First Week
Preview of concept to be presented in first language (Spanish)
Mixed group lesson (Spanish and English speakers), entirely in English*
Review of concept in form of English-as-a-second Language (E.S.L.) lesson
SPANISH
Second Day or Second Week
Preview of concept to be presented in first language (English)
Mixed group lesson (Spanish and English speakers), entirely in Spanish
Review of concept in form of Spanish-as-a-Second-Language (SSL) lesson

*When English is the medium of instruction for the mixed group lesson, the English speakers do not receive a "preview" or a "review" of the lesson. The same applies to the Spanish speakers when Spanish is the medium of instruction for the mixed group.

SECTION VI: PROGRAM MODELS

10.0 OTHER CONSIDERATIONS IN THE PROVISION OF BILINGUAL SERVICES

10.1 It is evident that the implementation of bilingual instructional models is bound to be affected by such factors as space limitations, teacher assignments, lack of adequate materials, student scheduling, etc. However, these problem areas will be gradually addressed by the district through ongoing planning, monitoring and evaluation of the implementation of each component, and especially of curriculum models.

10.2 Nonetheless, as preventive measures and as assurance of the Detroit Public Schools' commitment to bilingual programming, the following will take place:

10.2.1 An all-out effort will be made to provide a permanent classroom and/or appropriate space for bilingual teachers to provide services and store materials.

10.2.2 An all-out effort will be made to identify and provide bilingual materials and auto-visual aids for all grade levels. Where feasible, more bilingual materials and resource centers will be established.

10.2.3 Local school and regional administration will encourage and facilitate the participation of native English speakers or dominant English-speaking minority group students in bilingual programs.

10.2.4 The district will seek assistance in designing other instructional models and resources to establish demonstration models and/or magnet projects.

SECTION VII

STAFFING BILINGUAL EDUCATION PROGRAMS IN DETROIT PUBLIC SCHOOLS

STAFFING BILINGUAL EDUCATION PROGRAMS IN DETROIT PUBLIC SCHOOLS

1.0 INTRODUCTION

1.1 An essential aspect of bilingual education in Detroit Public Schools is bilingual staffing. Thus, there is a need to have a specific component addressing staff issues. The Detroit Public Schools is committed to the best possible staffing for bilingual education and will address, through other sections of the Three-Year Bilingual Plan, several matters related to bilingual and administrative staffing.

1.2 While the district has acted to acquire needed staff, it is evident that the numbers of staff available are not sufficient to meet identified bilingual education program needs. More bilingual staff will have to be recruited in at least sufficient numbers enough to reflect, percentagewise, the number of national-origin language-minority students in need of bilingual instruction.

1.3 In this section consideration will be given to methods that will facilitate and ensure success in the district's continual efforts toward recruitment, assignment, certification, in-service training and systematic development of the skills and capabilities of all bilingual staff.

2.0 STAFF RECRUITMENT

To ensure the best possible recruitment, the district will consider the following:

2.1 Aggressive recruitment of bilingually trained personnel in all languages necessary. Recruitment will take place continuously until such time as the numbers of bilingual personnel are sufficient to meet the needs of students eligible for bilingual instruction. Recruitment will also take place at the annual National Association for Bilingual Education Conference (NABE) and at other regional or state bilingual conferences which will be attended by Detroit Public Schools' bilingual personnel. During recruitment, the district will focus on those areas of the nation where training institutions are producing bilingual personnel skilled in the language of, and attuned to the cultures of, the populations that need to be served in the district.

2.1.1 The district will advertise nationally on the availability of bilingual teaching and other positions, utilizing various media and professional magazines such as the "NABE Journal", the "Bilingual Review", the "Midwest Resource Center Newsletter" and other bilingual journals.

2.1.2 Recruitment notices will be sent to directors of bilingual teacher training programs in colleges and universities throughout the country.

2.1.3 The resources and assistance of various federally funded programs will be tapped (Title VII ESEA Training and Resource Centers, Desegregation Assistance Centers, both National Origin and Race, the National Clearinghouse for Bilingual Education and others) for dissemination of information to potential applicants and, where applicable, recruitment itself.

2.1.4 Bilingual staff will be sought for the following positions: certified teachers (elementary and secondary), paraprofessionals, educational technicians, media resource personnel, counselors and guidance personnel, community liaisons, social workers, secretaries, certified special education personnel, trained/culturally sensitive evaluators, testing and other assessment personnel such as a psychologist, and administrative staff.

3.0 BILINGUAL TEACHER ASSIGNMENTS

3.1 The district is clearly aware of the importance of appropriate bilingual teacher assignment procedures for the implementation of the Three-Year Bilingual Plan. Care will be taken to ensure that such procedures will be designed with consideration to staff desegregation court orders that could have an effect on the assignment of bilingual personnel.

3.2 Detroit Public Schools, in anticipation of potential difficulties in assignment of bilingual personnel, will seek to enact policy aimed at defining the status of bilingual personnel in the district as it relates to school assignments, transfers, retention (especially during declining student enrollments) and as it relates to seniority.

3.3 District administrative personnel will be advised as to the following:

3.3.1 Bilingual instructional staff, unless extenuating circumstances would so prevent, should be assigned to work with students of the language group they have been trained to work.

3.3.2 Whenever possible, bilingual teachers should be assigned to schools implementing bilingual instructional models compatible with their training and experiences or desires; bilingual teachers should also have the option of requesting a transfer to schools implementing bilingual models with which they are most familiar and comfortable.

3.3.3 Consideration shall be given to the individual's acceptance, understanding and support of bilingual education, as well as to his/her sensitivity to, and familiarity with, the ethnic/cultural background of the students to be served prior to an assignment.

3.3.4 Whenever feasible, bilingual teachers at the discretion of local schools, region or central personnel shall have input in the selection of bilingual paraprofessionals, aides or technicians to be assigned to their classroom or to be placed under their supervision.

4.0 STAFF IN-SERVICE TRAINING

4.1 In-service training will be a major activity during the Three-Year Bilingual Plan's implementation. The lack of trained personnel, and the fact that non-bilingual personnel may need to be utilized (obviously with assistance from bilingual personnel) until such time as certified professional bilingual staff is recruited, makes the provision of in-service training to all personnel a definite requirement. Thus, vital to the successful implementation of the plan is a comprehensive and intensive staff development in-service training program.

4.2 Teaching children of non-English language backgrounds requires specialized skills all of which are not normally acquired in university, pre-service teacher training programs. It is assumed that the target population of teachers will have the generic teaching skills and competencies; however, the additional teaching skills related to language and culture must be expressly provided for through staff development programs.

4.3 Since the heart of Detroit Public Schools' plan is bilingual education, paraprofessionals, teachers, administrators and especially school principals must be prepared to implement the proposed bilingual prog ~m strategies as soon as possible. Thus, it is imperative that in-service training plans be outlined and executed quickly and revised yearly to include new developments in the field.

4.4 Various approaches will be used in the designing of in-service training sessions. A comprehensive training period for teachers should last one week, at a minimum. Other workshops could last from one to three days depending on the intended audience. However, all training sessions should, at the least, introduce participants to and involve them in the discussion of:

4.4.1 Bilingual Education:

4.4.1a rationale for bilingual education

4.4.1b bilingual program models and curricula

4.4.1c legal and legislative mandates, state and federal, relative to bilingual program implementation

4.4.1d the interface between bilingual education and desegregation

4.4.2 Teaching the Linguistically/Culturally Different Child:

4.4.2a overview of language development

4.4.2b language acquisition

4.4.2c native language development

4.4.2d second language acquisition

4.4.2e language teaching methodologies

4.4.2f teaching reading in the bilingual classroom (both in English and the native language)

4.4.2g culture in the bilingual classroom

4.4.2h developing bilingual materials

4.4.2i different approaches of bilingual teaching (team teaching, self-contained classes, pull-out,etc.)

4.4.2j classroom management in bilingual programs: grouping, scheduling, utilization of para-professional(aides), and parent volunteers

4.4.3 Treatment of Non-Bilingual Eligible National-Origin Students in Other Program Settings:

4.4.3a how to identify non-English background students with possible special educational needs

4.4.3b procedures for referring pupils for assessment and evaluation by appropriate personnel

4.4.3c bilingual personnel participation in the process of evaluation and placement of students with bilingual special education needs

4.4.3d designing of remedial, individualized educational plans for national-origin language-minority students not participating in bilingual education programs.

4.4.4 Other Considerations for Teacher In-Service Training:

4.4.4a workshops aimed at preparing teachers in the best utilization of parents at school and in the classroom

4.4.4b sharing session among bilingual teachers working with similar language and age-group populations

4.4.4c assurance that no bilingual teacher will be assigned to a school or program without receiving several days of in-service training (new teachers

4.4.4c should be brought in for at least one week of intensive bilingual service prior to the beginning of the school year.)

4.5 In-service training for other non-professional bilingual aides and technicians, non-instructional and/or non-bilingual personnel will also be provided. To the degree possible, the regions and local schools should seek to provide in-service sessions covering the areas given above (section 4a to 4d) to all staff connected to the provision of educational services to national-origin language-minority students.

4.6 Detroit Public Schools is also committed to the principle and practice of providing bilingual in-service training and orientation to central office staff and high level school administrations and officials (such as board members). To that end the department will plan and implement sessions covering, again, the areas previously indicated in 4a through 4d.

5.0 BILINGUAL STAFF DEVELOPMENT

5.1 Emphasis will be placed on developing non-professional bilingual personnel for use in the immediate future. This will be implemented apart from in-service training. Detroit Public Schools will explore all possible ways by which resources can be acquired or developed to train existing non-professional personnel for acquisition of appropriate bilingual training and eventual certification. One such venue is to seek federal or state funds for the purpose of paying the college course work of a selected group of non-bilingual personnel, i.e., aides and school volunteers, etc.

5.2 Another way of facilitating staff development is to approach local colleges and high educational institutions and impress upon them the need to design and provide bilingual teacher training. Such institutions must be reminded of their obligation to produce personnel needed by the district. A good working relationship with such institutions could lead to joint teacher training projects (supported by state and federal resources) and generate other kinds of technical assistance for the district. Needless to say, the initiative rests with Detroit Public Schools.

5.3 These needed efforts in the area of staff development should yield good results. Since staff development will be an on-going task, the district will consider the possibility of assigning a full-time, administrative level, staff person to coordinate all city-wide bilingual in-service training and staff development efforts.

SECTION VIII

PARENT AND COMMUNITY PARTICIPATION

PARENT AND COMMUNITY PARTICIPATION

1.0 A REVIEW OF THE PRESENT STATUS OF PARENT/COMMUNITY INVOLVEMENT

1.1 The last ten years have seen the growth of support for the principle of parental involvement in school affairs. As it regards national-origin language-minority parents, their involvement has been prompted by the bilingual education movement, desegregation plans, special education and the observation of other rights of their children.

1.2 It is evident that national-origin language-minority communities are increasingly aware of the rights and needs of their children and more aware of the need for their involvement to protect such rights. More recently support has also come from the courts, state legislatures and new regulations promulgated by the federal Office of Education regarding the implementation of federally funded programs.

1.3 The new regulations for Title VII of the Elementary and Secondary Education Act (Bilingual Education), for example, require that applicants for federal funds establish before preparing their application, a parent/community advisory council that will:

1.3.1 Participate in planning the proposed project;

1.3.2 Review drafts of the application for assistance;

1.3.3 And prepare comments on the content of the application.

1.4 The regulations require the applicant to "...include in its application documentation from the council indicating that the council participated in the preparation of the application."

1.5 The regulations later require that: "...the applicant shall include in its application an assurance that, after the application is approved, it will provide for continuing consultation with, and participation by, an advisory committee in conducting the basic program..." (emphasis added).

1.6 Similarly, the Michigan Bilingual Education Act, Public Act 294, 1974, requires that: "A district operating a bilingual instruction program pursuant to section 394 shall establish an advisory committee to assist the board in evaluating and planning the bilingual instruction program. The advisory committee shall be comprised of representatives of parents of children enrolled in the program, bilingual instruction teachers, counselors, and members of the community. A majority of the members of the advisory committee shall be parents of children enrolled in the bilingual instruction program."

SECTION VIII: PARENT AND COMMUNITY PARTICIPATION

1.7 In Detroit, court ordered desegregation also calls for parental/community involvement in the monitoring of implementation, which includes bilingual provisions. Thus, there is ample federal, legislative, and judicial support for the school involvement of national-origin parents and, consequently, for the establishment of structures and the allocation of resources to facilitate such involvement.

1.8 In recognition of these factors, the Detroit Public Schools has pledged to fully support and facilitate the involvement of national-origin parents, particularly as it relates to the planning designing, implementation and monitoring of bilingual/multicultural education.

1.9 Policy has been approved by the Central Board; structures have been designed; and resources have been allocated to facilitate such involvement. It is the district's contention that continued progress in the area of parent participation, however slow its development, is essential to the educational process.

2.0 BILINGUAL EDUCATION ADVISORY COMMITTEES IN THE DETROIT PUBLIC SCHOOLS

2.1 As noted above, Public Act 294, 1974, requires that every school district with a bilingual instruction program have a functioning parent advisory committee. However, due to Detroit's size and diversity, one committee can not possibly be expected to fulfill the responsibilities defined by the law.

2.2 In a memorandum dated September, 1977, the Central Administration took the position that every school having a bilingual program would form a Local Bilingual Education Advisory Committee (LBEAC). In addition to this, it stipulated that every region should form a network of bilingual advisory committees which support one another and which are more fully representative of the different language communities in Detroit.

2.3 The following paragraphs will briefly explain the three levels of bilingual advisory committees which are operative in Detroit.

2.3.1 Local Bilingual Education Advisory Committees:

2.3.1a The local (building) Bilingual Education Advisory Committees (LBEAC) are made up primarily of parents of children in the bilingual program and the bilingual instructional staff of the school. Community members and other school personnel may also be members. The purpose of this committee is to assist the principal and the bilingual instructional staff in planning, implementing and evaluating the bilingual program in the school.

2.3.1b It is ultimately the responsibility of the principal to organize and maintain the LBEAC. The bilingual staff at the building is essential in helping the principal carry out this responsibility, for the formation of the committee will largely depend on the bilingual staff. The staff members are the most likely people to recruit parents into the program by getting to know them through their children and encouraging their involvement.

2.3.1c In sum, local principals and staff will actively involve parents in the program, i.e., planning and evaluating the programs; acting as resources in the classroom; calling upon parents in planningethnic programs for the schools They should also provide the committee with the information necessary for them to carry out their responsibilities effectively and develop a procedure by which the committee's concerns can be promptly handled.

2.3.1d The responsibilities of this committee are:

- To foster a positive environment for parents in the building.
- To facilitate cooperation between parents and program staff.
- To assist in defining the educational needs of, and setting educational goals for, the local community.
- To encourage parents to become aides and/or resources in the classroom.
- To encourage parents to become observers in the classroom.
- To establish and maintain lines of open communication with other parents and community members and to disseminate information about bilingual/multicultural education to parents and community organizations.
- To be involved in the planning of the school-level bilingual program and to offer suggestions and recommendations as to the content of the program.
- To report to the Regional Bilingual Education Advisory Committee.

2.3 <u>Regional Bilingual Education Advisory Committees:</u>

2.3.2a The Regional Bilingual Education Advisory Committees (RBEAC) are made up of one parent representative from each school that has a bilingual program in a region, bilingual teachers and/or counselors, and community representatives. More than fifty percent of the membership must be parents of children receiving bilingual services.

2.3.2b The purpose of the Regional Bilingual Education Advisory Committees is to advise and assist the Region Boards of Education in planning, implementing, and evaluating the bilingual instruction program operated by the Detroit School system as it pertains to schools in their respective regions.

2.3.2c The Region administrations and the Region Boards of Education have the responsibility for establishing and maintaining the Regional Bilingual Education Advisory Committees in their regions. In general this means that they must make every effort to involve the committees in the planning, implementation and evaluation of the bilingual program in the region. The committees should also be provided with all information necessary to effectively carry out their responsibilities.

2.3.2d The responsibilities of these committees are:

- To help identify students eligible for bilingual services.
- To encourage parental participation in planning and implementing the bilingual program in the region.
- To develop workshops, conferences and other activities related to bilingual education for students, parents, staff and interested community persons.
- To assess and evaluate the bilingual program with the assistance of regional staff.
- To make recommendations and/or proposals regarding the thrust of the city-wide bilingual education programs.

2.3.3 City-Wide Bilingual Education Advisory Committee:

2.3.3a The City-Wide Bilingual Education Advisory Committee (CWBEAC) to the Detroit Board of Education is established under Section 394 of Public Act 294, 1974, and was officially recognized by the Central Board of Education on May 10, 1977. The role of this committee is to advise and assist the Central Board of Education and the school administration in planning, implementing, and evaluating the bilingual instruction program.

2.3.3b The members of the City-Wide Bilingual Education Advisory Committee shall be annually appointed by the General Superintendent based on recommendations by the Department of Bilingual Education. The CWBEAC will include representatives from the RBEAC. The majority must be parents of LEP students. Other members should be teachers, counselors, and community representatives.

2.3.3c It is the responsibility of the Central Administration to maintain the City-Wide Bilingual Education Advisory Committee. The Central Administration should actively engage the CWBEAC in the planning, implementation and evaluation of the Bilingual Program for the school district. Effective committee involvement depends on the following:

- The committee must receive adequate training in all necessary areas, related to planning, implementing, and evaluating bilingual programs.
- The committee must be provided with any and all information needed to effectively carry out its responsibilities.

- The committee must be provided with supportive services (e.g., materials, duplication services, correspondence) and technical assistance by the staff of the Department of Bilingual Education.

2.3.3d The committee has six major responsibilities which include:

- To develop and implement the bilingual instruction program.
- To identify and recommend candidates for bilingual staff positions.
- To evaluate bilingual instruction programs.
- To establish procedures through which parents' complaints and criticisms can receive prompt consideration.
- To promote bilingual instruction in the community.
- To mobilize community resources in support of bilingual instruction.

3.0 THE TRAINING OF PARENTS FOR INVOLVEMENT

3.1 The Detroit Public Schools is cognizant of the fact that parent training is a pre-requisite to effective and full participation in the educational process. This is even more the case when the parents are of limited English proficiency and of cultural backgrounds which are distinct from that of the majority of the citizens of a given locale. In order to facilitate the participation and involvement of national-origin language-minority parents, this plan provides that the Department of Bilingual Education, in cooperation with the nine Regional administrations and the local schools, will:

3.1.1 Design a process model for the training of parents with children in the bilingual program, or of children in need of such services. The training model will be designed with input from local, regional, and city-wide parent advisory committees.

3.1.2 Design a plan for the implementation of the parent training model, which will include provisions for:

3.1.2a At least two annual training sessions for parents at schools where a bilingual program is implemented. These sessions will be conducted in the language(s) of the student population at each school.

3.1.2b At least two annual training sessions at the Regional level for parents of limited English proficiency children, whether the children are in a bilingual program or not. These sessions will be conducted in the language(s) of the student population in the region.

3.1.2c At least two annual training sessions for members of the City-Wide Bilingual Education Advisory Committee with measures taken to ensure that the members will not be excluded from effective participation in the training sessions for want of qualified, proficient speakers of the various languages utilized in Detroit's bilingual education programs.

3.2 At an absolute minimum, the training sessions conducted for parents and community members must include information about:

3.2.1 Bilingual Education: Rationale and theory; models; federal, judicial, and state legal mandates supportive of bilingual education; the role and rights of parents in bilingual education implementation, evaluation and monitoring; etc.

3.2.2 Special Education: The rights of national-origin language-minority parents with handicapped children; their rights to appropriate, non-discriminatory evaluation and program placement; bilingual Special Education services; etc.

3.2.3 Desegregation: Rationale, theory and practice of race desegregation implementation; impact of desegregation implementation on national-origin language-minority students; interface between bilingual education and desegregation planning and implementation; etc.

3.2.4 Other rights and programs available to national-origin language-minority students.

3.2.5 Strategies for involvement of national-origin language-minority parents in the planning, implementation and evaluation of bilingual education strategies for the maintenance and effectiveness of bilingual parent involvement structures; etc.

3.2.6 School financing: Local, state, and federal financing of bilingual education programs: how it happens; where the money comes from; how is money applied for; the role of parents in securing such monies; school, region and city-wide budgets for bilingual education; etc.

3.2.7 Parents self-education: designing your own self-education plan; utilizing resources available in parent education; information dissemination on/and designing of adult bilingual education programs and continuing education; reinforcing parent reading habits and reading programs for adults.

3.2.8 Parents and children at home: designing models for parent/student working relationship at home; how to assist children with school work; how to protect and enrich language at home; home curriculum packages on parenting, nutrition, health, child development; etc.

3.2.9 Other training as deemed necessary.

4.0 DIRECT ASSISTANCE TO PARENTS TO PROMOTE INVOLVEMENT IN BILINGUAL EDUCATION

4.1 The commitment of the Detroit Public Schools to parental involvement and participation in bilingual education programs and policy making particularly during the course of the next three years, will also require adjustments in present staffing patterns if our goals for parent involvement are to be realized.

4.2 The system will make every good faith effort to acquire the necessary funding to create bilingual school/community relations positions which will permit the Detroit Public Schools to:

4.2.1 Facilitate parent involvement .

4.2.2 Provide technical assistance to parents, individually and in groups.

4.3 On the assumption that the necessary funding for such positions can be acquired, this part will delineate the roles and responsibilities of such personnel and their unit. The Department of Bilingual Education, in cooperation with the Office of Program Development, should seek funds that will ensure the implementation of information dissemination, training, and other parental activities. These funds will also be utilized to provide for the creation and maintenance of the School/Parent-Community relations personnel discussed above.

4.4 The School/Parent-Community personnel should be assigned to the Department responsible to the Director, and have as their major responsibilities:

4.4.1 The provision of technical assistance to all regional community-liaison personnel and the various bilingual advisory committees.

4.4 2 The coordination of all parent-community/school related activities such as information dissemination efforts, parent training, parent-community school meetings, etc.

4.4.3 The monitoring of the activities of schools and regions and the central administration with respect to the functioning of the advisory committees.

4.4.4 The conducting of yearly assessments in cooperation and coordination with regional administrations, of national-origin language-minority parent needs and to assist in the planning of programs and policies aimed at meeting those needs.

5.0 PARENT NOTIFICATION

5.1 Both state and federal mandates regulating the provision of bilingual education, or any other educational programming for national-origin language-minority students, require that proper notification be made to parents regarding actions by the school system that could lead to the assignment of students to programs designed to meet their needs.

5.2 In the Detroit Public Schools the parents of students eligible for bilingual services are notified as set forth by Michigan's Bilingual Education Act, which states:

5.2.1 "Prior to the placement of a child of limited English-speaking ability in a bilingual instruction program, the school district in which the child resides shall notify, by registered mail, the child's parent or

legal guardian that the child is being enrolled in a bilingual instruction program. The notice shall contain a simple, nontechnical description of the purposes, methods, and content of the program and shall inform the parents that they have the right to visit bilingual instruction classes in which their child is enrolled."

Also, the statute requires that:

"The notice shall be written in English and in the native language of the child of limited English-speaking ability."

5.2.2 And,

"The notice shall inform parents that they have the absolute right to refuse the placement or to withdraw their child from the program by giving written notice to the school board of the local district in which the child resides."

6.0 OTHER PARENT CONCERNS

6.1 During recent years, national-origin language-minority parents in Detroit have expressed concerns over various approaches the district could use to further facilitate parent involvement and the best implementation of the Bilingual Programs. In support of such concerns, the Detroit Public Schools proposes to make a good faith effort to explore the feasibility of their implementation. These are, generally, the following:

6.1.1 Assurances for parental involvement in the monitoring of the implementation of the Three-Year Plan at the local school, regional, and city-wide level.

6.1.2 Assurances that plans for parent in-service will be designed with parent input at the local, regional, and city-wide levels.

6.1.3 Assurances that a budget item will be incorporated into the Detroit Public Schools overall budget allocating specific monies for bilingual in-service and other parental activities.

6.1.4 Assurances that Detroit Public Schools will seek funds for the development and implementation of adult bilingual education and continuing (college) education for national-origin language-minority parents.

6.1.5 Assurances that translations will be made, in at least Arabic and Spanish, of major documents, policies and guides affecting the implementation of bilingual education programs.

6.1.6 Assurances that evaluations on bilingual implementation will involve parents and will be shared with parents on a yearly basis.

6.1.7 Assurances that more staff will be hired at the local, regional, and city-wdie level to assist in the organization and involvement of national-origin language-minority parents.

6.1.8 Assurances that appropriate and understandable information will be made available to national-origin language-minority parents, at least in English and Spanish or Arabic, on new developments in court ordered desegregation that would affect or impact bilingual education implementation, and on developments in the area of Special Education.

SECTION VIII ATTACHMENT

PARENT AND COMMUNITY PARTICIPATION

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SECTION VIII: ATTACHMENT.

DETROIT PUBLIC SCHOOLS BILINGUAL ADVISORY COMMITTEE

Resolution on City-Wide Bilingual Advisory Committee

By Member Murray:

WHEREAS, the Civil Rights Act of 1964 as interpreted by the Office of Civil Rights prohibits school systems from discriminating against children on the basis of language;

WHEREAS, the Equal Educational Opportunities Act of 1974 provides that "...no state shall deny equal educational opportunity on account of his or her race, color, sex or national-origin by...the failure by an education agency to take appropriate action to overcome language barriers that impede equal participation by its students in its educational program;"

WHEREAS, in 1974 the Supreme Court rules in Lau v. Nichols that providing the same program for children who were atypical constituted discriminary practices and the Lau remedies prescribe bilingual education programs for school children of limited English-speaking ability;

WHEREAS, the state legislative in P.A. 294 (1974), the Michigan Bilingual Education Act, requires that "beginning with the 1975-76 school year, the board of a school district, having an enrollment of 20 or more children of limited English-speaking ability in a language classification in grades k-12 shall establish and operate a bilingual instruction program for those children;"

WHEREAS, the United Stated District Court ordered the Detroit Public Schools to provide Bilingual/Bicultural Educational services to the non-English-speaking students;

WHEREAS, the Detroit Public Schools recognizes its legal, moral, and social responsibility to implement an effective bilingual instructional program for its students who continue to have problems in school due to language background;

WHEREAS, the Detroit Public Schools' Board of Education has supported the implementation of bilingual education in our Detroit Public Schools;

WHEREAS, the Board of Education of the City of Detroit has adopted Bilingual as a priority area and recognized the need to implement Bilingual Education with the participation of the community through the City-Wide Bilingual Advisory Committee; therefore, now be it that the Board of Education charge the Detroit Public Schools Bilingual Advisory Committee to participate in the planning, implementation and evaluation of the Bilingual Educational Program pursuant to P.A. 294 (1974) which shall include:

SECTION VIII: ATTACHMENT

1. Developing and implementing the bilingual instruction proposal;

2. identifying and recommending candidates for bilingual staff positions;

3. promoting bilingual instruction in the community;

4. mobilizing community resources in support of bilingual instruction.

In addition to the participation of selected parents on the advisory group, opportunity should be provided for all parents to become involved in a bilingual program in two distinct ways:

1. as aides or resource persons in the classroom, and

2. as observers in the classroom.

Member Murray moved, supported by Member Bell, that the Board adopt the resolution, as presented.

Carried.

Superintendent Jefferson then introduced the director of the bilingual program, Dr. Felix Valbuena, who, in turn, introduced the members of the Advisory Committee present.

On behalf of the committee, greetings were then extended to the Board in the many cultural languages represented and commendations extended to the Board for officially recognizing it. The committee, which is representative of the diversified language communities of the city, pledged to advise and assist in implementing an effective program to ensure the equal educational opportunity of children of limited English-speaking parents.

RESOLVED BY THE BOARD OF EDUCATION OF THE CITY OF DETROIT

SECTION IX

ADMINISTRATION AND GOVERNANCE OF THE THREE-YEAR PLAN

ADMINISTRATION AND GOVERNANCE OF THE THREE-YEAR PLAN

1.0 INTRODUCTION

1.1 As has been made clear in other parts of this plan, bilingual education policy in the Detroit Public Schools is the result of several distinct, yet parallel, developments in statutory and case law at the federal level, state action, and central board policy.

1.2 Because of their practical implications for school management and organization, and the mandates they must follow, bilingual education programs generally require the establishment of administrative units which can assume responsibility for the programs. This is the case for Detroit as it has been the case for many other large urban districts.

1.3 In order to meet the demands and burdens placed upon the Detroit Public Schools by the establishment of bilingual programs, and to provide quality programs and services, the Office of Bilingual Education was created in 1976 within the Office of Curriculum and Staff Development.

1.4 In its three years of existence, the Department has assumed responsibility, singularly or in cooperation with other administrative units at the central, regional, and local levels, for the planning, establishment, operation, and evaluation of the city's bilingual programs.

1.5 In this section, the Three-Year Plan describes the functions and responsibilities assumed by the various administrative units individually, or cooperatively, toward the bilingual education program.

1.6 It is the hope of the Detroit Public Schools that within the next three years, as this plan unfolds, many of the responsibilities which are presently, for the most part, centralized, will be delegated to the regional boards and administrations and to the local schools. Once the regional and local administrators and their staffs have become well versed in the methodolody, theory, and practice of bilingual education, and once there is evidence that the programs have been installed and are fully operational in accordance with the proposals contained in this plan, it seems most reasonable to conclude that the Department of Bilingual Education will assume a technical assistance/resource center function and that primary responsibility for bilingual education in Detroit will be delegated to the regional office administration.

2.0 THE DEPARTMENT OF BILINGUAL EDUCATION

2.1 The department is, at present, the administrative unit of the Central Board charged with the general responsibility to coordinate and oversee the implementation of local bilingual/multicultural instruction.

2.2 In practice, the department has six principle functions, three of which are "technical assistance" functions in nature and the remaining three of an administrative nature. In the case of the former three, the department has primary resonsibility for these functions in the system, while in the latter three areas the responsibilities are more diffuse and shared with other units in the system. It is in the latter three areas that the central administration hopes for the delegation of major responsibilities to regional administrations and boards.

2.3 The "technical assistance" functions of the department currently are: training, dissemination, and material resource. Specific duties corresponding to each function are outlined below:

2.3.1 Training Resource Function - the department has primary responsibility within the system for ensuring that teachers, administrators, paraprofessionals, educational technicians, parents, and other persons associated with the program receive appropriate training in:

2.3.1a The use of bilingual educational practices, techniques and methods.

2.3.1b The use of bilingual program instructional materials, including materials for pupil identification, assessment, and placement.

2.3.1c The selection and use of appropriate instruments for measuring the educational performance of limited English language proficiency children.

2.3.1d Methods for involving parents and community organizations from the national-origin language-minority communities in the program, and in incorporating into the program the use of available cultural and educational resources in the communities of the City of Detroit.

2.3.1e The development and implementation of procedures to evaluate the impact of the program and related services.

2.3.1f The use of bilingual and multicultural techniques to help parents of limited English language proficiency children to participate in the educational process.

2.3.1g Any other skills which would facilitate the success of the program.

2.3.2 Information Dissemination Function - the department has primary responsibility for ensuring that information is disseminated to school system administrative, pedagogical, and ancillary staff, parents and community members, and other persons interested in public education in Detroit. Such information should include information about bilingual education program practices and policies and should afford promise of improving the quality of the program, create responsiveness

to limited English-language proficiency student needs, foster understanding and appreciation of program policies, practices and services, enable persons to participate in bilingual programs, and encourage parent and community involvement. Among specific areas identified as important for information dissemination purposes are:

2.3.2a Legal issues related to Bilingual Education: court decisions; federal and state legislation; federal, state and local policy; the responsibilities of the Detroit Public Schools under Lau; desegregation and bilingual education; and special education and the national-origin language-minority child.

2.3.2b Bilingual Education Theory and Practice: the underlying philosophies of different bilingual education approaches; program models and curricula; the Detroit Three-Year Bilingual Plan; language development theories and teaching methodologies; the usage of culture in the classroom.

2.3.2c Community/School Relations: the rights, roles and responsibilities of parents and community members vis-a-vis bilingual/multicultural education in Detroit; effective parent participation in the teaching-learning process; race and ethnicity and education in the Detroit Public Schools.

2.3.3 Materials Resource Function - the department has a responsibility to ensure that appropriate and adequate materials are available to, and methods employed by, instructional and ancillary personnel for the successful implementation of the program. This responsibility makes it incumbent upon the Department to:

2.3.3a Develop long and short-term curriculum plans.

2.3.3b Develop models of innovative instructional programs which are suitable for the programs.

2.3.3c Develop cooperative efforts with teacher-training institutions in the areas of materials development and adaptation.

2.3.3d Provide supervision of language instruction.

2.3.3e Provide supervision and evaluation of teachers' use of materials.

2.3.3f Provide reviews and evaluations of textbooks, supplementary materials, audio-visual aids, etc.

2.3.3g Provide instructional guides, bulletins, and other materials used as aids by instructional personnel.

2.3.3h Provide technical assistance to regions, and individual schools, in materials adaptation and utilization.

2.3.3i Research current trends and information on bilingual theory and practice.

2.3.4 Oversight Function - the department has a responsibility to ensure that the programs and services planned by the system are adequate and conform to best practice being implemented, and that the program as implemented meets the requirements of federal and state legislative, executive, and judicial mandates. To that end the department will:

2.3.4a Supervise bilingual instructional programs at the school and classroom level.

2.3.4b Monitor the activities of other departments, divisions, and other administrative units when those activities may have a direct or indirect impact upon the planning, operation, and evaluation of the program. This monitoring function extends to legislative and judicial bodies outside the system whose mandates may have a similar effect.

2.3.4c Monitor and assess, on an ongoing basis, the needs of the program and the achievement of program goals.

2.3.4d Monitor and assess, on an ongoing basis, the extent to which the program is in compliance with the requirements of applicable federal, state, legislative and judicial mandates and prepares reports, on a regular basis, for the General Superintendent on such compliance.

2.3.4e Monitor and assess the expenditure of funds for the program to determine the extent to which costs are reasonable to expected benefits and that monies are used for their legislated purposes.

2.3.4f Supervise all personnel involved in the program in order to assess their needs for continuing training and/or technical assistance.

2.3.4g Supervise the process of language minority student identification, assessment, evaluation, placement, and the development and maintenance of the data generated in that process.

2.3.5 Administration Function - the department has a responsiblity for ensuring that the programs and services are integrated effectively and smoothly into the organization and administration of the Detroit Public Schools. To that end the department will:

2.3.5a Assist the Department of Program Development in writing proposals for funding.

2.3.5b Assist the Department of Research and Evaluation in preparing reports and surveys on the status of the program and incoordinating the city-wide testing program.

2.3.5c Recruit qualified teachers, educational technicians, paraprofessionals, and other needed personnel for the program and, in cooperation with the Office of Personnel, reviews personnel records and interviews prospective candidates for employment in the program.

2.3.5d Establish and maintain linkages among the department, the central administration, the regional administrations and the local school administrations.

2.3.5e Coordinate the efforts of the different departments of the Detroit Public Schools which have a responsibility for various aspects of the planning, implementation, and evaluation of the program.

2.3.5f Develop, modify, and assess, on an ongoing basis, the components of Detroit's Three-Year Bilingual Plan.

2.3.5g Prepare regular reports for the Monitoring Commission of the District Court, for the State Office of Education, and for the different departments within the district, as may be required or practiced.

2.3.5h Consult periodically with the City-Wide Bilingual Education Advisory Committee and any other such advisory committees and councils as is required of the department (acting in behalf of the Detroit Public Schools) by applicable federal and state mandates on all matters related to the program

2.3.5i Coordinate and/or monitor, as appropriate, state and federally funded programs servicing limited English proficient children.

2.3.5j Establish and maintain formal and informal channels for communication and dialogue between the national-origin language-minority communities and the school system.

2.3.5k Coordinate the provision of bilingual services with the student assignment unit in relation to race desegregation.

3.0 THE REGIONAL ADMINISTRATIONS

3.1 The nine regional subdivisions which serve children of limited English proficiency share responsibility for the planning, implementation, and evaluation of each of the components of this plan. These responsibilities, which are for the most part administrative in nature, include to:

3.1.1 Carry out the needs assessment, pupil identification, and pupil assessment procedures outlined in this plan.

3.1.2 Designate the facilities in which the programs will be housed in accordance with the guidelines established in this plan.

3.1.3 Provide leadership and support to local schools in connection with the bilingual program.

3.1.4 Hire qualified, endorsed teaching and other personnel for the program in accordance with determined needs and to assign such staff according to the language needs of the pupils.

3.1.5 Monitor the quality and effectiveness of the bilingual instruction being offered.

4.0 LOCAL SCHOOL ADMINISTRATIONS

4.1 Primary responsibility for the day-to-day operation of the program rests with the administrative, teaching, and support staff at the building level. Responsibility at this level includes:

4.1.1 Consultation with the regional administration and the department, to develop and implement an appropriate bilingual program model for the school.

4.1.2 Assurance that all personnel receive appropriate training, which will enable them to participate more effectively in the program.

4.1.3 Carrying out the pupil assessment and identification procedures for the bilingual program and, where appropriate, for the provision of bilingual special education services.

4.1.4 Evaluating bilingual teaching and other staff at the school.

4.1.5 Identifying and securing appropriate classroom materials and supplies.

4.1.6 Establishing and maintaining school level Bilingual Parents Advisory Committee and making other efforts to increase parent and community involvement in the schooling process.

4.1.7 Conducting the evaluation and assessment of pupil progress in the bilingual program.

5.0 PROPOSED DECENTRALIZATION OF BILINGUAL EDUCATION

5.1 To provide quality bilingual educational programs in the Detroit Public Schools that strive for excellence and continued progress, a delegation of responsibility to the schools and the regions must begin. This will result in more effective program implementation, improved community involvement and input, and an appropriate vehicle for the exchange of expertise between local schools, region offices, and the central building. With this decentralization of the bilingual program in the Detroit Public Schools, a more effective program can be developed to meet the various needs of each school in each region. This would bring region and school program operations into harmony with the program policy articulated centrally.

5.2 Rationale

5.2.1 Decentralization is the policy of the Detroit Public Schools with various programs disseminating from the Central Office of the Detroit Public Schools to the region staff and the individual schools.

5.2.2 The State Department of Education, Office of Bilingual Education, required each school district to submit a management plan which will delineate HOW the Detroit Public Schools will implement bilingual education in various schools. Because of t he localized professional and community expertise, and the unique diverse cultural heritages of each school, it will be necessary for the schools to develop a management plan, with input from the region and the community, for submission to the Central Office with the approval of the Central Board. These regional management plans will be due in the office of the Department of Bilingual Education on May 1 of the preceding school year for review and approval.

5.2.3 The local community will participate in an advisory capacity in this planning as a result of Public Act 294, 1974, which required the parents and community to be directly involved in the planning and implementation of bilingual programs. Participation is much more effective at the school level than either the region or central level since it is more practical for parents to visit the local schools.

5.2.4 Policy Guidelines for bilingual education programs in the Detroit Public Schools have been set up, updated and adopted by the Detroit School System.

SECTION X

EVALUATION

EVALUATION

1.0 INTRODUCTION

1.1 Evaluation means consideration of both short and long range progress in providing services. Usually this entails some documentation of program goals and how they are being implemented. Program outcomes, in terms of student achievement, will be measured within a framework of state, local, and federal requirements as well as an understanding of how the program has developed over time. Students will be identified and relevant data will be stored in the computer for analysis. Planned dissemination efforts will ensure that staff and parents are aware of program development and impact.

1.2 Components such as new curriculum units will be reviewed as they are developed. Assessment testing will change according to new requirements and needs of the program. New tests developed by the state or other agencies will be field tested if they are considered appropriate for district needs.

1.3 A full-time evaluator is considered essential given the size and complexity of this effort. Adequate supportive services will be provided to the evaluator. Close coordination with program administrators is important, though the role definition of "evaluator" will be maintained. Ongoing evaluation efforts will be continued and modified as appropriate.

1.4 There is recognition that a number of essential activities have begun. While changes in the next three years will take place due to district, state and federal requirements, a start has been made.

1.5 The priority for the first year must be development of language and achievement measures and computer data storage and retrieval systems. Second year priority will be given to clear identification of program models and their implementation. Third year evaluation activities will emphasize analysis of outcome data by different sub-groups of students in different programs which have been implemented. The question "what works best for whom?" will be more fully explored with staff and administration so that program improvements can be made.

1.6 Evaluation includes overall data collection activities: student profiles, achievement tests, language proficiency tests, curriculum unit feedback, implementation/observation check lists and dissemination of reports to multiple audiences. Often this means that the evaluator must facilitate the coordination of data collection activities carried out by department administrative units such as program director, special education administrators, testing staff, other relevant federal or state special programs, and so on.

1.7 The evaluator is not a program administrator, but needs to fully understand what program goals are, how they are being implemented and what concerns for information multiple parties (Administrators, parents, staff) have. Other efforts, especially those undertaken by any monitoring body, need to be coordinated with evaluation activities. Monitoring allows for periodic observation in a limited number of settings by people not directly implementing programs in that school setting. It has a short-term focus and generally answers questions about what is actually happening at that specific time. While it should be systematic and done by trained observers, it is not as in-depth or comprehensive as evaluation. It can provide valuable information about whether or not meaningful integration of achevement data can be made given the stage of implementation of programs at particular sites.

2.0 EVALUATION ACTIVITIES

The following items review on-going evaluation activities and identify areas of additional need.

2.1 Assessment

	On-Going Activities	Activities to be Implemented
2.1.1	Language Proficiency Testing has been taking place using the LAS instrument for English only.	Since changes in eligibility requirements from the state are expected, this will be changed. A state approved test will be used and staff will be trained to administer and interpret it.
2.1.2	Mother Tongue Proficiency Testing is done at the option of the teacher in Spanish bilingual classes for the purpose of proper program placement of Spanish-speakers.	The State Education Agency plans to develop some tests in mother tongues spoken by large numbers of students. If they do not, they may suggest other available instruments. Staff training will be needed.
2.1.3	Achievement Testing in Reading and Math in English* currently involves participation of bilingual students in the city-wide testing program with some additional pretesting in order to obtain a comparable pretest (Fall) score for program evaluation purposes. This has occurred in grades 1-7 and has not been possible at all sites. Where testing in English reading is objective	All bilingual program students will be pre-and posttested at appropriate levels. This means that tests suitable for secondary students will be included. Review of DORT and ESL/ Bilingual English objectives and testing will be undertaken to be certain that these programs compliment each other.

* Where students are clearly monolingual in a non-English mother tongue, they may be exempted from testing.

based, (DORT, K-8) bilingual students are included and the information becomes part of their record.

2.1.4 The Department of Bilingual Education and Special Education have held joint planning sessions for the purpose of developing procedures for determing eligibility of national-origin minority students for Special Education services. Parental consent forms. and information material have been translated into six languages.

Coordination of Special Education assessment with on-gcing bilingual assessment will continue. A more comprehensive plan for this will be developed which will involve an evaluation process. Other activites will continue.

2.1.5 Spanish language achievement testing is currently being done in some sites where students are receiving instruction through Spanish, grades 1-5.

Additional testing will be done to include all Spanish bilingual program students who receive instruction in Spanish where appropriate instruments are available. Other language groups will be included if instruments are available.

2.1.6 Student Profiles have been developed. Some information on students is available through computer retrieval, while other information is available in the students' folder at individual schools.

Students will be identified as limited English proficiency national-origin minority students on the computerized student membership file which is maintained by the district. Computers will be utilized to store and analyze all relevant program information that can be stored; i.e., test data, observation check list, language proficiency data, etc.

2.2 Minimum Competency Testing

On-Going Activities	Activities to be Implemented
2.2.1 In 1979-80, all 10th and 11th grade students will be given minimum competency tests in Reading, Writing, Practical Life Skills, and Math skills.	Review and policy recommendation regarding impact on LEP students will be done. If changes are needed they will be made.

2.3 Field Testing of New Curriculum Units

	On-Going Activities	Activities to be Implemented
2.3.1	Some units have been developed (Culture and Heritage and ESL) which have specific objectives and tests. Others are being developed.	Procedures for monitoring field testing of curricula will be developed.

2.4 Assessment of Parental Involvement Activities

	On-Going Activities	Activities to be Implemented
2.4.1	Records are kept of the number of meetings and participants	More parental involvement in monitoring and other areas) will mean more training of parents. Some other procedures to assess the effectiveness of these training activities and some of the new responsibilities of parents will be developed. Parent survey instruments (for parents of children in the program and some who do not choose to participate) will be developed.

2.5 Assessing Stage of Implementation of Program Models

	On-Going Activities	Activities to be Implemented
2.5.1	Supervisors and bilingual regional coordinators review program implementation at local school level.	Systematic methods for reviewing stage of implementation, including interview schedules, questionnaires and other monitoring procedures such as observation check lists will be developed. Scheduling, attitudes of building staff, actual use of languages and materials will be included. This information will be utilized to improve programs and to determine which program models are really being implemented where so that summative evaluation can be interpreted. Factors, both at the district and building levels, that impact upon implementation will be identified. In addition, descriptions of the various models will be prepared based on information gathered from this process.

SECTION X: EVALUATION

2.6 Long-Term Assessment of Outcomes

On-Going Activities	Activities to be Implemented
2.6.1 Collection of achievement data continues. State and federal requirements are being met.	A long-term plan for outcome evaluation will be developed. This will include consideration of the feasibility of longitudinal data collection and appropriate comparison groups. Analyses, including variables of special concern to program staff, will be conducted, and may include initial proficiency of students, length of time in program, type of program model, number of students in the program at that site, and so on. The stage of implementation of program models will be considered.
2.6.2 Reports are shared with federal and state funding agencies, program administrators and other administrators in the district, the City-Wide Bilingual Education Advisory Committee and the community-at-large.	A plan for dissemination and feedback will be developed that is appropriate for multiple audiences including teachers, parents, advisory groups, board members and media. Implications for in-service activities and changes will be discussed with the project administrator.

2.7 Exit Criteria and Follow-Up

On-Going Activities	Activities to be Implemented
2.7.1 No formal procedures exist.	Rationale and procedures will be developed, taking into consideration state guidelines and staff input. Issues such as age of students, availability of other services in the building, follow-up supportive services, and overall achievement and participation of students will be considered. Achievement of students after transition will be monitored for at least one year in order to assess the appropriateness of the placement.

SECTION XI

SPECIAL EDUCATION/BILINGUAL

EDUCATION PROGRAM PLAN

SPECIAL EDUCATION/BILINGUAL EDUCATION PROGRAM PLAN

1.0 INTRODUCTION

1.1 The Office of City-Wide Schools and Programs and the Bilingual Education Department have worked cooperatively to develop a wide range of educational services and program options to meet the needs of identified national-origin language-minority students. As the cooperative efforts developed during the 1978-79 school year are reviewed, it is readily apparent that the number of students served as well as the continuum of bilingual education services available to students is rapidly expanding.

1.2 A review of the major bilingual program and service components developed during the 1977-78 and 1978-79 school years are herein delineated along with future projections for expanded services and important recommendations for required resources and personnel to implement future programming needs.

2.0 ACTIVITIES

2.1 Activity #1

A screening instrument was developed cooperatively between the Bilingual Education Department, Psychological Services Department and the Special Education Department in order to provide a structure for the student observations and service/intervention strategies which must be utilized by local school staff with national-origin language-minority children who are experiencing learning and/or adjustment difficulties in the school setting.

2.1.1 Rationale:

2.1.1a Structured screening procedures are necessary in order to identify the cause of the student's adjustment and/or academic difficulties and to determine if the difficulties are a result of the language and/or cultural needs of the student rather than academic deficiencies. The recommended screening procedures must be completed prior to the request to evaluate a student's eligibility for special education programs and services.

2.1.1b The screening instrument which will be used to identify national-origin language-minority students with special needs will include the following student information:

-An indication of the child's language dominance and language proficiency in the native language and in English.

-Observational data provided by the child's classroom teacher indicating specific behaviors and frequency of occurrences.

-Formal and informal test results.

-Documentation of attempts made to modify regular classroom instruction.

-An indication of consultation between the regular classroom teacher and other specialists, such as, bilingual and/or special education teachers, speech and language pathologists, psychologists, etc.

2.1.2 Recommendations:

2.1.2a Teachers with national-origin language-minority students in their classrooms, including but not limited to bilingual teachers, should be trained to administer the special needs screening instrument.

All national-origin language-minority students should be screened for special needs. The screening instrument will be administered in the student's native language. The screening should include a comprehensive social work assessment in the student's native language.

2.1.2b An outreach effort must be initiated to identify national-origin language-minority children who are out of school. This includes preschoolers, drop-outs, and children with multiple handicaps or low incidence handicaps. The media directed at different linguistic groups should be utilized to disseminate information on screening sites and procedures for special needs, national-origin language-minority children. Also, screening information should be disseminated through community agencies, clinics, churches, and parent advisory groups.

2.1.2c The screening instrument will be translated into the different languages and administered by trained bilingual professionals fluent in the child's language.

2.1.3 Resource Personnel Needs Required to Implement the Recommendations:

2.1.3a In-service programs must be developed to train Detroit Public School staff in the use of the screening instrument. Funds to complete the system-wide in-service must be allocated by the Bilingual Education Department.

2.1.3b Procedures must be developed to forward the screening information through the proper channels within the local school, region and central Bilingual Education Department.

2.2 Activity #2

The Psychological Service Department and the Bilingual Education Department have worked cooperatively to delineate language and/or cultural factors involved in the student's total school adjustment which is a vital part of the comprehensive evaluation of national-origin language-minority children.

2.2.1 Rationale:

2.2.1a National-origin language-minority children referred for evaluations, including English-dominant children, must be evaluated in their native language by qualified psychologists who are familiar with the children's linguistic and cultural backgrounds. Extensive efforts have been made to ensure the participation of bilingual staff members in evaluation and educational placement activities for all national-origin language-minority students.

2.2.1b The special education evaluation of national-origin language-minority children includes the following components developed cooperatively with the Bilingual/Multicultural Education Department:

-Language dominance and language proficiency assessments in the native language and English.

-Educational assessment of the child's learning modality, strengths and weaknesses, and a measure of his/her reading skills in the native language and in English. In the event that the regular classroom teacher is not bilingual, a bilingual supervisor should perform this assessment. Observations and written comments as well as any available educational diagnostic information must be provided by the child's classroom teacher.

-Psychological assessment: psychoeducational assessments include - a battery of instruments which will assess the child's intellectual (cognitive), perceptual, psycho-motor, and affective functioning. The child is tested in his/her native language by a bilingual psychologist meeting state approval. The psychological report also incorporates teaching strategies and types of materials to be used with the student in accordance with evaluation results.

Social assessment: When it is suspected that a child's problems are reflective of a family-related situation, a referral to a bilingual school social worker is made to determine the extent of the problem and provide intervention, if necessary. Efforts to identify bilingual school social workers are ongoing.

-Medical assessment: national-origin language-minority students who may have a physical problem, such as visual, dental, auditory or neurological impairments, should have complete medical examinations to determine whether the learning problem is due to physical factors.

-Other assessments, such as speech and language evaluations, ophthalmological exams, etc., will be provided as needed based upon the individual needs of the students.

-Special procedures have been developed to notify the parents/guardians of national-origin language-minority students in the native language of the parents/guardians of psychological testing and Education Planning and Placement Activities.

-Special procedures have been developed to provide the services of an interpreter to parents/guardians of national-origin language-minority students as needed at any step of the evaluation/educational planning process.

2.2.2 Recommendations:

2.2.2a Efforts to identify bilingual psychologists and school social workers will continue.

2.2.2b In order to respond to bilingual student needs through the school superintendent, efforts should be made to identify budget resources and qualified bilingual school social workers and school psychologists to be assigned within the Office of City-Wide Schools and Programs.

2.2.3 Resources/Personnel Needs Required to Implement the Recommendations:

2.2.3a Efforts to develop a bilingual inter-district mental health team will be initiated.

2.3 Activity #3

The Individualized Education Program (IEP) for special education students provides the mechanism for developing, coordinating and monitoring the education program for all special education students.

2.3.1 The IEP contains the following information:

2.3.1a A statement of the present levels of educational performance.

2.3.1b A statement of annual goals, including short-term instructional objectives.

2.3.1c A statement of the specific educational services to be provided to the student and the extent to which the student will participate in the regular education and/or bilingual education program.

2.3.1d The projected data for the initiation and anticipated duration of such services.

2.3.1e Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.
The IEP provides the opportunity for all persons involved in the delivery of educational services for the national-origin language-minority student to be involved in the development, implementation and review of the student's educational program.
Through the cooperative efforts of the Bilingual Education Department, the IEP's letters of notification are due process procedures and have been translated into Greek, Italian, Spanish, Albanian, Serbo-Croatian and Arabic.

2.3.2 The IEP will be revised at the next printing to indicate the language of instruction for the student.

2.4 Activity #4

The continuum of educational services to special education national-origin language-minority students from birth through twenty five years of age has been developed to ensure the delivery of educational services based upon the unique language and educational needs of the student.

2.4.1 This continuum includes the following program options:

PROGRAM OPTIONS	BILINGUAL EDUCATIONAL SERVICES
Special Education School	special education-bilingual education resource services to the student and to the special education teacher
Special Education Self-Contained Class in a Regular School	bilingual education resource services to the student and to the special education teacher

SECTION XI: SPECIAL EDUCATION

PROGRAM OPTIONS	BILINGUAL EDUCATIONAL SERVICES
	or
	Mainstreaming opportunities with national-origin language-minority students in a regular bilingual classroom
Regular Grade Placement with Special Education Support Services	bilingual education classroom with special education support services to students and teachers

2.4.2 Every effort is made to locate bilingual special education programs in schools with bilingual services to facilitate the integration of national-origin language-minority students with special needs in regular bilingual classes, such as art, music, cultural awareness, etc.

2.4.3 Recommendations:

2.4.3a Efforts to identify and hire bilingual teachers with special education certification must be identified. The following activities are proposed:

- -The Special Education Department, in cooperation with the Bilingual Education Department and the Office of Personnel, will advertise on a local, state and national level in an attempt to locate qualified bilingual special education teacher applicants.
- -The Special Education Department will conduct a survey with all current staff members to determine if bilingual staff members are currently employed by the Department.
- -Active efforts will be developed to recruit bilingual teachers who are interested in obtaining special education certification.
- -The same types of recruitment activities will be employed to identify bilingual speech pathologists.

2.4.3b Efforts must be developed to expand the special education continuum of service for national-origin language-minority students to include bilingual special education classroom services in the dominant language of the student, whenever the language and educational needs of the student require such services and are recommended by an Educational Planning and Placement Committee.

2.4.3c Bilingual education technicians should be trained to provide supportive assistance to special education teachers of bilingual students who are receiving itinerant special education/bilingual services in a local school setting.

2.4.3d The Special Education Department will continue and expand its efforts to inform bilingual teachers of the wide range of services available to teachers and parents of special education students through the Special Education Instructional Materials Center at the Poe school. A comprehensive array of curriculum, assessment and instructional support materials and services are available at the center to assist teachers in developing their own instructional materials and in selecting appropriate commercially prepared materials for their students. In addition, trained special educators are available to provide assistance to teachers and parents at the Center or in the classroom setting. Special education/bilingual education teachers currently providing itinerant services to special education students have made extensive use of the Center. Bilingual/special education staff will be included on the materials selection committee in order to insure the acquisition of commercially available materials appropriate for use with bilingual students. Curriculum Resource Consultants will hold in-service training workshops with bilingual teachers of special education students in order to acquaint them with services available at the Center.

2.4.3e National-origin language-minority students requiring speech and/or language intervention should be assessed and serviced by a qualified bilingual speech and language pathologist in accordance with Education Planning and Placement Committee procedures.

2.5 Activity #5

2.5.1 The Special Education Department and the Bilingual Education Department have worked cooperatively to initiate staff development activities for the administrative and instructional personnel of both departments.

2.5.2 In May, 1979, a workshop was held for Central and Region personnel of both departments to familiarize staff with:

2.5.2a The administrative organization and roles of the Special Education Department and the Bilingual Education Department.

2.5.2b The scope and types of programs and services available to students within both departments.

2.5.2c The mandated legislative requirements impacting on both departments.

2.5.2d An overview of the special education/bilingual education program continuum.

2.5.2e Communication and dialogue among staff to identify needs for further planning and in-service needs.

2.5.3 Recommendations:

Staff development activities between the Special Education and Bilingual Education Department will most certainly be expanded to include the following activities:

2.5.3a An in-service needs assessment will be conducted with bilingual/special education staff to determine their priority staff development needs.

2.5.3b In-service programs will be developed with itinerant special education/bilingual education staff and special education teachers to develop effective strategies to utilize the student's Individualized Education Program as a process to coordinate and monitor the educational services provided to the student and to provide the opportunity for special education teachers, and bilingual staff to cooperatively develop and monitor the student's educational program.

2.5.3c Extensive in-service programs will be developed to provide special education and bilingual education teachers with information about the utilization of principles of language development and language acquisition in curriculum planning for national-origin language-minority students.

2.5.3d Extensive in-service programs will be developed to provide guidance in the development of cooperative teaching strategies between special education and bilingual personnel who serve special education students. Emphasis will be upon the reinforcement and extention of instructional objectives by both staff members.

2.5.3e In-service programs will be developed for bilingual teachers and should include:

-Training in the identification, screening and referral process. This should include development of observational skills, formal and informal assessment techniques, and information on children's and parents' rights under state and federal special education statutes.

-Training in mainstreaming techniques for national-origin language-minority students with special needs integrated into the regular bilingual classroom.

SECTION XI: SPECIAL EDUCATION

3.0 SUMMARY

3.1 Bilingual education programs and services to students within the Office of City-Wide Schools and Programs have rapidly expanded.

3.2 It is essential that a Special Education/Bilingual Education Coordinator at the Junior Administrative Assistant level be assigned to provide leadership to the implementation expansion monitoring and coordinating of bilingual services within the Office of City-Wide Schools.

3.3 Unquestionably, the Special Education and Bilingual Education Departments have worked cooperatively to develop a variety of program options to special education/bilingual students. The programs, however, have expanded to the point that a central staff administrator is required in order to provide the necessary program coordination to assure the continued development of exemplary programs and services to national-origin language-minority students.

SECTION XII

FINANCING BILINGUAL EDUCATION

SECTION XII: FINANCING BILINGUAL EDUCATION

1.0 EXPLANATION OF FUNDING SOURCES

Following is an explanation of each of the funding sources listed on the attached "Summary of Funding Sources," which contribute to the Bilingual Education Program.

1.1 Bilingual Education Budget (Central).....$ 2,308,654.

1.2 Estimated State Bilingual Reimbursement Funding (Maximum)... 1,105,500.

1.3 Previously Employed Contract Teachers at Region Level (approx) 600,000.

Thirty-two teachers currently teaching in the bilingual program were employed prior to the implementation of the program. Their salaries, therefore, were already being paid from region budgets.

1.4 Title VII - Spanish..... 153,035.

This federally funded project provides services of two bilingual achievement centers (reading and mathematics to approximately 200 target students of the Webster and Holy Redeemer Elementary schools.)

1.5 Title VII - Arabic and Chaldean..... 199,228.

This federally funded project provides services for limited English-speaking students of Arabic and Chaldean background in the following schools: Greenfield Park Elementary, Greenfield Union Elementary, Grayling Elementary, Harms Elementary, Bennett Elementary, and Holy Redeemer.

1.6 Title IV-C ..... 75,000.

This federally funded project provides services to students of limited English-speaking ability at the Preston and Holy Trinity Elementary schools.

1.7 ESEA: Title IV-B, Component D..... 58,832.

The Bilingual Guidance Program provides two bilingual professional guidance counselors assigned to Earhart Middle School and Western High school to assist students with problems related to the process of adjustment to the American community, to encourage them to stay in school, and to provide career education.

1.8 ESEA: Title VII, Middle and High School Project..... 420,000.

SECTION XII: FINANCING BILINGUAL/MULTICULTURAL EDUCATION

2.0 SUMMARY OF FUNDING - BILINGUAL EDUCATION 1979-80

2.1	Bilingual Education Budget* (Central)	$ 2,308,654.
2.2	Estimated State Bilingual Reimbursement Funding (Maximum)**	(1,105,500)
2.3	Previously Employed Contract Teachers at Region Level (approx)	600,000.
2.4	Title VII - Spanish	153,035.
2.5	Title VII - Arabic and Chaldean	199,228.
2.6	Title IV-C	75,000.
2.7	ESEA Title IV-B, Component D	58,832.
2.8	ESEA Title VII, Middle and High School Project	420,000.
2.9	TOTAL	$ 3,814,749.

*This budget can be increased as needed during the school year.

**This is expected reimbursement by the State bilingual funds. Amount not included in total.

SECTION XIII

FEDERAL AND STATE FUNDED PROGRAMS

FEDERAL AND STATE FUNDED PROGRAMS

1.0 DESCRIPTION OF STATE AND FEDERALLY FUNDED PROGRAMS

1.1 The Bilingual Education Program of the Detroit Public Schools includes the following major services supported by Federal Funds for 1979-80:

1.1.1 Title VII:

1.1.1a Region 2 - Spanish

1.1.1b Region 2 and 6 - Arabic/Chaldean

1.1.2 Title IV-C: Preston School

1.1.3 ESEA TITLE IV-B Component D: Earhart Middle School
Western High School

2.0 TITLE VII - WEBSTER SCHOOL

2.1 Name of Project

Detroit's Bilingual Individualized Instruction Management System Project

2.2 Funding Source

Elementary and Secondary Education Act, Title VII

2.3 Funding Level

$153,035 (projected)

2.4 Funding Period

September 1, 1979 through August 31, 1980

2.5 Project Location

Webster Elementary School

2.6 Project Director

Juana Canales

2.7 Target Population

Students of limited English-speaking ability in grades K-5.

2.8 Purpose

This project is designed to provide children of limited English-speaking ability an individualized instructional program which will facilitate conceptual development and will improve academic skills in English and a language other than English. The program addresses itself to the needs of the limited English-speaking child, and will enable him to progress toward becoming fluent and literate in English, appropriate to his age, grade level, and capability. Provision is made for:

2.8.1 Initiating instruction in the language the student knows and understands, while developing his proficiency in English.

2.8.2 Using the student's language and culture as assets in the learning process.

2.8.3 Creating and maintaining a warm and receptive environment where learning takes place by building on the student's interests, strengths and successes.

2.8.4 Offering bilingual instruction in English and Spanish through infusion of a systematic individualized approach.

3.0 TITLE VII - REGIONS 2 and 6: ARABIC/CHALDEAN

3.1 Name of Project

Detroit's Arabic/Chaldean Bilingual Project

3.2 Funding Source

Elementary and Secondary Education Act, Title VII, as amended by P.L. 93-380

3.3 Funding Level

$199,228 (projected)

3.4 Funding Period

September 1, 1979 through August 31, 1980

3.5 Project Location

Bennett, Harms, Greenfield Park, Greenfield Union and Grayling

3.6 Project Director

To be determined

3.7 Target Population

Students of limited English-speaking ability in grades K-5

3.8 Purpose

Project emphasis will be focused on elementary students and adults, comprised of those who exhibit limited English-speaking ability especially in Arabic and/or Chaldean. The program has the following major purposes:

3.8.1 To provide an instructional program which will facilitate conceptual development and will improve academic skills, in English, Arabic and/or Chaldean.

3.8.2 To develop at the kindergarten level a bilingual curriculum appropriate for limited English-speaking Arabic and/or Chaldean students.

3.8.3 To provide an adult component so that limited English-speaking adults will gain minimum English language skills and some practical life experiences.

3.8.4 To infuse into the curriculum, (K-5) meaningful instructional activities in the ethnic-heritage culture area.

3.8.5 To provide training activities for school staffs, parents and interested community persons.

4.0 TITLE IV-C - PRESTON SCHOOL

4.1 Name of Project

Detroit's Title IV-C Bilingual Program

4.2 Funding Source

Elementary and Secondary Education Act, Title IV-C, P.L. 89-10, as amended

4.3 Funding Level

$75,000 (projected)

4.4 Funding Period

July 1, 1979 through June 30, 1980

4.5 Project Location

Preston School

4.6 Project Director

Edward Ojeda

4.7 Target Population

Students of limited English-speaking ability in grades K-5

4.8 Purpose

4.8 The program will diffuse a Bilingual Education Model throughout the State of Michigan. The project will implement this diffusion in the following ways:

4.8.1 Developing and disseminating an awareness package.

4.8.2 Developing and using a knowledge building information package and an on-site visitation strategy.

4.8.3 Developing installation information sheet.

4.8.4 Developing training package for training adopting site team.

4.8.5 Developing technical assistance to adopting sites.

5.0 ESEA TITLE IV-B COMPONENT D - EARHART MIDDLE AND WESTERN HIGH SCHOOLS

5.1 Name of Project:

Component D: Bilingual Guidance Program

5.2 Funding Source:

Elementary and Secondary Education Act, Title IV-B

5.3 Funding Level:

$58,832.

5.4 Funding Period

September 1, 1979 to August 31, 1980

5.5 Project Location:

Earhart Middle and Western High Schools

5.6 Project Director

Jaime E. de la Isla

5.7 Target Population

Non-English minority students with four types of problems

5.7.1 Problems associated with language and cultural background

5.7 2 Problems related to school adjustment

5.7.3 Problems related to drop-out prevention

5.7.4 Problems related to post-secondary education and career counseling

5.8 Purpose

Project emphasis is placed on providing bilingual guidance counselors who will assist non-English minority students with the four types of problems described above.

SECTION XIII: FEDERAL AND STATE FUNDED PROGRAMS

6.0 ESEA TITLE VII - MIDDLE AND HIGH SCHOOL PROJECT

6.1 Name of Project

Detroit's Comprehensive Bilingual Education Project

6.2 Funding Source

Elementary and Secondary Education Act, Title VII as amended

6.3 Funding Level

$420,000

6.4 Funding Period

September 1, 1979 through August 31, 1980

6.5 Project Location

Western High School, Southwestern High School, Pershing High School, Earhart Middle School, Nolan Middle School and three non-public schools.

6.6 Project Director

To be determined

6.7 Target Population

Middle and high school limited English proficiency students from among the Spanish, Arabic and Chaldean language groups.

6.8 Purpose

The thrust of the project is to provide intensive and comprehensive bilingual education activities at the middle and high school levels for the target language groups. Computer assisted instruction will be introduced to Arabic/Chaldean youth at Nolan Middle School and Pershing High School. Improved coordination and support services will be available at Western High School, Southwestern High School and Earhart Middle School and at three (3) non-public schools.

SECTION XIV

MONITORING THE BILINGUAL PLAN'S IMPLEMENTATION

MONITORING THE BILINGUAL PLAN'S IMPLEMENTATION

1.0 DEFINITION AND FUNCTION OF MONITORING

Monitoring is the supervision necessary to determine whether the agreements reached or the activities planned are being implemented. It is an ongoing function that should start at the very beginning of program implementation. It is also a supervisory function that should be shared with the community affected by the plan.

1.2 To be effective, monitoring requires considerable planning and preparation by the district and necessitates the appropriate training of those to be involved in the process.

1.3 The Detroit Public Schools recognizes that good faith monitoring requires the involvement of parents of the students affected by the Plan, other representatives of Detroit's language minority communities, and representatives from the school and district staffs and administrations responsible for the program's implementation.

2.0 DETROIT PUBLIC SCHOOL'S COMMITMENT TO MONITORING OF BILINGUAL PLAN

2.1 The district recognizes that a continuous review during implementation of the procedures, programs, and other activities outlined in this plan will facilitate the identification of problem areas, weaknesses, and strengths in the bilingual program's implementation. The identification of problems through monitoring will ensure that steps can be taken towards their resolution. It must be emphasized that monitoring, as previously described, is not evaluation and should not involve efforts to assess the impact of implementation on the target populations. This section of the plan will outline a process to monitor the implementation of the plan's other components.

2.2 To ensure that monitoring will be adequate, and inclusive of the concerns of all involved in the implementation of the plan, the Detroit Public Schools' Department of Bilingual Education will:

2.2.1 Consult with other members and departments of the central administration, and regional and school administration on the forms and types of monitoring necessary during implementation of the Bilingual Plan.

2.2.2 Consult with the City-Wide Bilingual Education Advisory Committee for advice on how to monitor and on how the Committee will be involved in the process; on whether other structures or bodies of individuals should be organized, trained, and charged with this function.

2.2.3 Consult local and regional bilingual education advisory committees for input and involvement in the monitoring process.

2.2.4 Consult with other knowledgeable individuals in the Detroit community and in educational institutions (such as colleges and universities) on how to proceed with the monitoring of bilingual implementation.

2.2.5 Consult with the State Office of Bilingual Education on monitoring bilingual education.

2.3 As a result of the above, a specific set of criteria and procedures for monitoring will be carefully designed. Monitoring will take place as of September, 1979, until the end of the three-year period covered by the plan.

2.4 The district will also consider the following:

2.4.1 The establishment of a sub-committee of the City-Wide Bilingual Education Advisory Committee to oversee implementation.

The sub-committee would receive assistance from the central school administration in order to enable it to carry out its functions effectively. Such assistance would include, but not be limited to, training the sub-committee members in preparation for the task; provision of material and staff resources, in the latter case both professional and clerical; provision of technical assistance for any activities required by the monitoring function (e.g., development of monitoring measurement tools); provision of financial support; and other forms of assistance deemed necessary to ensure the effective operation of the group.

2.4.2 The designing of a reporting system or feedback mechanism to document the findings of its monitoring body. Assistance will be sought from the appropriate departments to guarantee that observation and/or monitoring instruments (e.g. checklists) will be available to participants of the monitoring group.

2.4.3 That the monitoring body established will, at a minimum, work to observe and document:

2.4.3a Implementation at the Local School Level-
The monitoring body might seek to determine: whether the various components of the plan are being adhered to; whether the instructional model(s) selected is being properly implemented; whether instructional materials are readily available; whether the identification, assessment and assignment of students is proper and in accord with the procedures described in the plan; whether staff assignments are proper and done in relationship to the language needs of the students; whether parents are involved in program implementation; whether bilingual programming is properly supported by non-bilingual staff and local school administration.

2.4.3b Implementation at the Regional Level-
The monitoring body might seek to determine: whether the regions are supporting the implementation of the plan and its components; whether the regions are providing adequate assistance to the local schools; whether bilingual services are being coordinated at the regional level; whether bilingual programs that affect more than one school, or which involve the transportation of students or staff from more than one school to another are properly monitored; whether staff recruitment, hiring and assessment are in accord with identified bilingual needs.

2.4.3c Implementation at the City-Wide Level-
The monitoring body might seek to determine: whether there is appropriate coordination of the bilingual plan's implementation; whether there is adequate staffing at the central administration level; whether the flow of information between schools, regions, and the Department of Bilingual Education is appropriate.

2.5 The documentation of implementation efforts, modifications necessitated by changes in law or policy, and difficulties encountered during the implementation process is key in the eventual showing of benefits to students, community and staff.

2.6 The effective implementation of the plan is dependent on the district's capacity to continually look at its processes, programs, and activities and work towards resolving identified problems or obstacles. The proposed monitoring body adds objectivity and strength to that assessment.

3.0 OTHER CONSIDERATIONS FOR MONITORING

3.1 Detroit Public Schools is cognizant of the fact that monitors must be familiar with all components of the plan and that there needs to be a monitoring of the specific components that comprise the overall bilingual effort. Therefore, monitoring instruments will be designed that will address, at a minimum, the following types of questions*:

3.1.1 Identification Component

3.1.1a Were the identification procedures used effectively in identifying all national-origin students? Were they able to be implemented easily?

3.1.1b Were the roles and responsibilities of the local schools, the regions, parents, teachers, and others involved in the identification process clear?

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*These Questions will more than likely be expanded with input from the network of bilingual advisory committees and from the proposed monitoring task force.

3.1.1c Were the numbers of students identified comparable to the census data available on national-origin language populations in the City of Detroit?

3.1.1d Was information on the identification process and its purpose readily available in the native language(s) of the parents affected?

3.1.2 Language and Academic Assessment Component

3.1.2a Were procedures easily understood by teachers, administrators, and other school personnel involved in their implementation?

3.1.2b Was information on the assessment process and its purpose readily available in the native language of the parents affected?

3.1.2c Was personnel involved in the assessment process properly trained?

3.1.2d Were assessment instruments and procedures used at the local and regional level consistent with the ones described in the Bilingual Plan's component?

3.1.2e Did the district show, or does it propose to show, reliability and validity of the assessment instruments used, as well as the validity and reliability of the procedures followed in making decisions relative to eligibility?

3.1.2f How useful is the information provided on the Pupil Profile Form?

3.1.2g Are other forms of data retrieval used to document student's eligibility, placement, progress, and exiting from bilingual programs?

3.1.3 Goals of the Bilingual Plan

3.1.3a Are goals reasonable, practical, and implementable?

3.1.3b Are goals consistent with the overall components of the plan?

3.1.3c How were goals designed and who was involved?

3.1.4 Implementation of Bilingual Education

3.1.4a Do district personnel and officials (Board Members - Regional and Central - and higher level Administration) clearly understand how the plan's components will be implemented and the implications of such actions?

3.1.4b Can members of the implementing staff identify the various steps involved in the implementation process?

3.1.4c Do parents understand how the plan will be implemented:

3.1.4d Is the process for the assignment of students eligible for bilingual instruction appropriate and feasible under the framework of court ordered desegregation?

3.1.4e Are parents properly informed of assignment processes for bilingual programming in a language they understand?

3.1.4f Are sites for the establishment of bilingual programs selected with consideration to the number of eligible students, staff availability, space availability, the accessibility of the school to eligible students from other non-bilingual schools, the possibility of clustering to allow for continuity of bilingual services during a two or three-year span the potential for growth and favorable or supportive climate?

3.1.4g Are national-origin language-minority students who are not eligible for bilingual education but who are eligible for other educational services (given their status as underachievers) receiving remedial, enrichment, or other educational services?

3.1.4h Are national-origin students with special education needs or handicaps receiving appropriate educational services?

3.1.4i Are bilingual student/teacher ratios consistent with those of regular teachers in the district? Are teacher/student assignments done with respect to the languages spoken by the teacher? Are they compatible?

3.1.4j Are timetables for the implementation of the various plan components being established? Are they appropriate and realistic?

3.1.5 Bilingual Education Services Component

3.1.5a How were the bilingual instructional models selected?

3.1.5b Are the models given in the plan clearly understood by staff and community?

3.1.5c How appropriate are the models selected for any given school setting and the students being served?

3.1.5d Is the amount of bilingual instruction in the core subject areas comparable to that generally provided to native English speakers?

3.1.5e How much time is spent in English language instruction (ESL) versus home or native language instruction?

3.1.5f Which models are preferred? Why?

3.1.5g How many students are participating per model?, how many teachers and other staff (technicians, bilingual aides, etc.)? What are the student/teacher ratios per/by model? How do they compare to the district's ratios?

3.1.5h Is transportation being appropriately provided where and when needed?

3.1.5i Are children being pulled-out for bilingual instruction or ESL? How is this working from the point of view of principals, teachers, parents, and students? Are non-bilingual teachers cooperating with the program?

3.1.5j Is tutoring taking place? To what degree and how is it provided? By whom? Is it substituting bilingual instruction? Is it properly supervised by bilingual staff and the principal?

3.1.5k Are bilingual materials readily available for teacher's use? Are there sufficient and appropriate materials available through a bilingual resource center or any other resource unit?

3.1.5l Is bilingual staff properly supported and supervised by regional or central office personnel? Is staff satisfied with program implementation?

3.1.5m How familiar are parents with the various models being implemented? Is information on the models readily available to parents in their native language?

3.1.6 Staffing Component

3.1.6a What procedures have been used to recruit necessary bilingual staff? Are they proving effective?

3.1.6b Has the English and native language proficiency of the bilingual teachers been assessed? Are they familiar with the cultural background of the students served?

3.1.6c What problems, if any, have occurred in terms of certification?

3.1.6d Is there a plan for bilingual teacher in-service training? How much in-service training has been provided to individual teachers? Have training sessions been to the satisfaction of bilingual teachers? Has other personnel (aides and technicians) been involved?

3.1.6e How accessible are supervisors? Are there enough bilingual supervisors?

3.1.6f Is bilingual staff assignment consistent with the procedures described in the Three-Year Bilingual Plan?

3.1.6g How informed is the bilingual staff regarding the contents of the plan?

3.1.7 Parent/Community Involvement Component

3.1.7a Is there a plan for parent training? How adequate is its content and how will it be implemented? Were parents involved in designing the plan?

3.1.7b Do all schools with bilingual programs or with substantial national-origin populations have a bilingual parent advisory committee? What are the committees involved in? Who or what staff provide technical assistance to the committees?

3.1.7c Is there a regional bilingual advisory committee? How effective is it in working with the regional administration? What support does it have? How frequently do they meet?

3.1.7d Is there a city-wide bilingual committee? How informed are its members about the Three-Year Bilingual Plan? How much training have they received? How frequently do they meet? How effective are they in working with the central administration?

3.1.7e Are there procedures for parent appeals on decisions which worked to include or exclude their children in bilingual education?

3.1.7f Is sufficient information on all areas of bilingual education readily available to parents in their native language? Has the Three-Year Bilingual Plan been translated? To what languages?

3.1.8 Monitoring Component

3.1.8a Has a task force or another body been established for the monitoring of bilingual education implementation? Who is in the task force? How many of its members are district personnel and how many non-district (parents and other community individuals)?

3.1.8b Has the bilingual plan been modified in any way? How will such modification affect implementation and monitoring?

SECTION XIV: MONITORING THE PLAN'S IMPLEMENTATION

3.1.9 Management/Governance Component

3.1.9a What kinds of major problems has the Department of Bilingual Education had in coordinating all district activities associated with the implementation of the plan?

3.1.9b What weakness may exist which works to prevent the smooth implementation of the plan? What must be done to facilitate further planning, implementation, and evaluation from an administrative perspective?

3.1.9c How well does the Bilingual Education Department function within the Division of Curriculum and Staff Development? What are the advantages and disadvantages of its placement in the division?

3.1.9d Is bilingual administrative staff at the central administration level and the regional levels adequate? Are roles and functions clearly defined?

3.1.9e How is communication between the school administrations, regional administrations, and the central administration?

3.1.10 Evaluation Component

3.1.10a Is there an adequate evaluation design for evaluation of program implementation and implementation of each component of the plan, and for evaluation of actual impact of bilingual programming on participating students?

3.1.10b Is there proper data retrieval on national-origin students receiving bilingual and other educational services? How is the data kept and how is it used?

3.1.10c Is the district working on designing other assessment instruments for testing of non-Spanish-speaking language-minority populations?

3.1.10d Are there attempts being made at designing locally normed instruments aimed at determining student eligibility for bilingual education?

3.1.11 Special Education

3.1.11a Have current procedures for identification, evaluation, and placement been reviewed to determine applicability to national-origin language-minority students?

3.1.11b Is there adequate bilingual staff to facilitate identification and evaluation of national-origin language-minority students suspected of having disabilities or handicaps? Is there adequate bilingual staff to provide bilingual services to those students who are clearly handicapped or in need of special education services?

3.1.11c How many national-origin language-minority students are currently receiving services? How many are not? Are difficulties in the provision of services documented? What efforts have been made to correct problem areas?

3.1.11d Are parents properly notified and are notification, consent, and appeal procedures written or explained in the native language of the parents?

SECTION XV

GLOSSARY OF TERMINOLOGY

GLOSSARY OF TERMINOLOGY

BICULTURALISM

Socio-cultural functionality and awareness through effective participation in two contrasting cultures.

BILINGUAL EDUCATION

A process which uses two languages, one of which is English, as media of instruction for reading, writing and comprehending and which includes the study of the history and cultures associated with the mother tongues.

BILINGUAL ENDORSEMENT AS OF SEPTEMBER, 1977

Endorsement as a qualified bilingual instructor requires that the candidate hold a valid Michigan Teacher's Certificate. The bilingual endorsement has been defined as a group minor in an accredited college or university of at least twenty-four (24) semester hours. However, a teacher who is seeking the endorsement on an existing elementary or secondary certificate may qualify for the endorsement after completion or eighteen (18) semester hours of study in the methodology, linguistic, and cultural components of the training program provided that he/she passes the language proficiency examination and fulfills the field experience requirements.

BILINGUAL IN-SERVICE TRAINING

Short term or part-time training of educational personnel already serving in bilingual instruction programs for children of limited English-speaking ability.

BILINGUAL INSTRUCTION

Instruction in which two languages, one of which is English, are used as media of instruction.

BILINGUAL MAINTENANCE PROGRAM

A program developed with the purpose of assisting a limited English-speaking child become fully proficient and academically functional in both the child's native language and English.

BILINGUALISM

The ability to communicate in two languages, one of which is English, ranging from a minimal knowlege of either language to a high level of proficiency in both.

SECTION XV: GLOSSARY OF TERMINOLOGY

CHILDREN OF LIMITED ENGLISH PROFICIENCY

Children who have or may be expected to have difficulty performing ordinary classwork in English because their native tongue is a language other than English or because they come from an environment where the primary language used is other than English.

CULTURAL AWARENESS

A recognition and sensitivity to certain aspects of behavior as logical and legitimate expressions of the value system of a particular culture.

CULTURE

The learner's dominant behavioral patterns that are typical for his group or class, as determined by such factors as beliefs, traditions, and language.

DOMINANT LANGUAGE

The child's home language for learning and communication.

ELIGIBLE STUDENTS

Children who have or reasonably may be expected to have difficulty performing ordinary classwork in English because their native tongue is a language other than English or because they come from a home or environment in which the primary language used is a language other than English.(Michigan)

ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION

A method designed for the development of listening, speaking, reading, and writing skills in English for non-English speakers.

HERITAGE

The history and culture of the learner's ancestry which fosters pride and self-esteem.

LANGUAGE MINORITY

Persons and/or groups in the United States who speak a non-English native language.

SECTION XV: GLOSSARY OF TERMINOLOGY

LANGUAGE PROFICIENCY TEST

Broadly speaking, a language test designed to determine a child's level of mastery of essential language skills. In bilingual education, the language proficiency test may be administered in the child's first and/or second langauge.

MONOLINGUAL

One who knows and/or speaks only one language.

NATIONAL-ORIGIN LANGUAGE-MINORITY STUDENT

A student who comes from a cultural and language background different from that of the majority.

NEEDS ASSESSMENT

The procedure used to determine eligibility of students to participate in a bilingual program. It refers to diagnostic procedures used to determine the educational needs of individual students enrolled in a bilingual program.

PRIMARY LANGUAGE, NATURAL LANGUAGE, FIRST LANGUAGE, HOME LANGUAGE NATIVE LANGUAGE, OR MOTHER TONGUE

The first language learned by a child, usually the language of his home; also, the language the pupil speaks when he comes to school.

DEFINITION OF BILINGUAL EDUCATION ACCORDING TO MICHIGAN BILINGUAL EDUCATION ACT (P.A. 294, 1974)

> Bilingual education means that two languages, English and the home language of the child, are used in teaching, speaking, reading, writing or comprehension. This may include instruction on the history and culture of the country, territory or geographic area associated with the language spoken by children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.
>
> Bilingual education in Michigan is a transitional program; i.e., the object of the bilingual approach is to facilitate English language proficiency so that LEP children may keep pace with their English-speaking peers.

SECTION XV: GLOSSARY TO TERMINOLOGY

SECOND LANGUAGE

A language learned subsequent to a speaker's native language. It can be the language of the school or of the wider community.

SEGREGATION (ISOLATION)

Segregation or isolation when applied to the bilingual instructional program refers to separation of children of limited English-speaking ability from the mainstream of the regular school program for more than two and one-half hours. However, there may be a few exceptions to the above.

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Detroit Public Schools

PUPIL PROFILE
BILINGUAL/BICULTURAL EDUCATION

Research and Evaluation August, 1978

Please type or print in block letters the following information:

School _____ Region _____ Date __/__/__

Name _____ Grade ____ ID# __/__/__/__/__/__/__
Last First Middle

Place of Birth _____ Birth Date _____

Address of Pupil _____ Telephone _____

Father's Name _____ Birthplace _____

Mother's Name _____ Birthplace _____

Guardian _____ Relationship _____

Pupil Lives With _____ Language Spoken In Home _____

Date Tested for Language Dominance _____ Instrument _____

Dominant Language _____

Date Tested for Home Language Proficiency _____ Instrument _____

Date Tested for English Proficiency _____ Instrument _____

Date Parents Notified of Eligibility and Placement _____
(Attach Postal Receipt)

Date Parents' Refusal Letter Received (attach copy) _____

TEST RECORD: Record Test Data for Each Year Pupil is Enrolled in Bilingual Program.

School Year	Native Lang. (Oral Proficiency)				English Lang. (Oral Proficiency)				Standardized Test(s) Eng. Lang.*			Standardized Test(s) Nat. Lang.			Optional Test(s)	Lang. Code
	INSTRUMENT	Fluently	Somewhat	Minimally	INSTRUMENT	Fluently	Somewhat	Minimally	INSTRUMENT	Reading (GE)	Math (GE)	INSTRUMENT	Reading (GE)	Math (GE)		

*Instruments: SAT, JTBS, CAT.

AND FREQUENCY OF SERVICE PER WEEK

PUPIL'S NAME _____ ID# / / / / /
Last First Middle

Program Code	Bilingual Academic Subjects	School / Year / Grade	Sessions/Week	School / Year / Grade	Sessions/Week	School / Year / Grade	Sessions/Week	School / Year / Grade	Sessions/Week	School / Year / Grade	Sessions/Week
01	Reading / Language										
02	Handwriting										
03	Literature										
04	Spelling										
05	English as a Second Language										
06	Mathematics										
07	Science										
08	Social Studies --- Heritage/Culture										
	SPECIAL PROGRAM SERVICES:										
09	Title I Reading										
10	Title I Mathematics										
11	Article 3 Reading										
12	Article 3 Mathematics										
	SUPPORT SERVICES:										
13	Hearing										
14	Vision										
15	Speech										
16	Special Education										
17	Social Work										
18	Other (specify) _____										

Pupil Profile, August, 1978

Dear Parents:

Your son/daughter _____ has been selected to participate in the high-quality bilingual education program offered by the Detroit Public Schools. This program is described in detail on the attached sheet.

It is our hope that this program will assist your son/daughter to make satisfactory progress in school while he/she is learning the English language and becoming acquainted with the American way of life.

As parents, you are encouraged to visit the school and to meet the teachers.

Also, it is your right as a parent to withdraw your son/daughter from this bilingual education program at any time, if you should so desire, by writing a note to the school or region office.

This educational opportunity will be provided for your child at the _____ School _____.

If transportation is necessary, your son/daughter will be provided with free bus tickets or will be transported by a school bus.

If you have any questions regarding this program, please call _____.

Dear Parents:

Your son/daughter _____ has been selected to participate in the high-quality bilingual education program offered by the Detroit Public Schools. This program is described in detail on the attached sheet.

It is our hope that this program will assist your son/daughter to make satisfactory progress in school while he/she is learning the English language and becoming acquainted with the American way of life.

As parents, you are encouraged to visit the school and to meet the teachers.

Also, it is your right as a parent to withdraw your son/daughter from this bilingual education program at any time, if you should so desire, by writing a note to the school or region office.

This educational opportunity will be provided for your child at the _____ School _____.

If you have any questions regarding this program, please call _____.

Very sincerely yours,

Please complete the attached form and return it to your local school principal as soon as possible.

Very sincerely yours,

Bilingual Education

_____
Pupil's Name

_____
Address

_____ _____
Telephone School

☐ YES I give permission for my child to be transported for bilingual educational services.

☐ NO I do not give my permission for my child to be transported for bilingual educational services.

_____ _____
Signature of parent Date

BILINGUAL EDUCATION

The Detroit Public Schools provide a high-quality bilingual program for students who come from a home or environment where a language other than English is spoken.

Bilingual instruction means that the teacher will use two languages, English and the student's home language as media of instruction for speaking, reading, writing or comprehension. The bilingual program, therefore, will include the following areas.

1. School rules and procedures will be taught in the child's home language.

2. Language arts skills (understanding, speaking, reading, writing) will be taught in the child's home language. Instruction builds upon the sound system, structure, and vocabulary which are already known.

3. Subject matter and concepts, such as mathematics and science, will be taught in the child's home language.

4. The pupil will also be taught English as a Second Language, beginning with understanding and speaking and progressing to reading and writing.

5. Subject matter and concepts will be taught in English as the student's English language skills increase.

6. Instruction will be related to the child's heritage and culture in order to help the student to develop a positive identity with his cultural heritage and to grow in confidence and self-assurance.

BILINGUAL EDUCATION

ENGLISH AS A SECOND LANGUAGE/HERITAGE AND CULTURE

The Detroit Public Schools provide a high-quality educational program for students who come from a home or environment where a language other than English is spoken. This program includes instruction in the following two areas.

English as a Second Language (ESL)

English as a Second Language classes are designed to provide assistance for students whose home language is not English. Instruction is provided in:

1. English language skills including understanding, speaking, reading, and writing.
2. Subject matter and concepts in keeping with the student's growing English language ability.

Heritage and Culture

It is especially important that the student be helped to develop a positive identity with his/her cultural heritage and to grow in confidence and self-assurance. Instruction will include the following:

1. Historical and cultural contributions of people of both languages.
2. A positive understanding and appreciation of the cultures represented in the classroom.
3. Student's acceptance of himself and others through social interaction.